

AGENDA
The First Business Meeting of the Month of June
of the Board of Education of Township High School District 214
will be held on Thursday, June 9, 2022
in the Theater
of the Forest View Educational Center
2121 S. Goebbert Road, Arlington Heights, IL
at 7:00 p.m.

- I. CALL TO ORDER
President Dussling
- II. ROLL CALL
Ms. Keyes
- III. PLEDGE OF ALLEGIANCE
- IV. APPROVAL OF MINUTES
Regular Meeting of May 26, 2022
Closed Session Meeting of May 26, 2022
- V. RECOGNITION
Dr. Elizabeth A. Ennis Innovator Awards
Richard W. Calisch Arts Unlimited Awards
Howard Lester Awards
Journalism Education Association National Write-off
Illinois Science and Technology Coalition
World Languages-Gold Medals
Superstate Band Festival
IHSA Girls Track and Field
IHSA Girls Lacrosse
IHSA Girls Water Polo
IHSA Boys Track and Field
IHSA Boys Gymnastics
IHSA Boys Tennis
- VI. SUPERINTENDENT'S REPORT
Freedom of Information Act Report
PTAB cases status
School Safety Review
- VII. PUBLIC COMMENTS
- VIII. BOARD MEMBER UPDATES
- IX. CONSENT CALENDAR
2022-091 Accounts Payable
2022-092 Personnel Transaction Report
2022-093 Destruction of Closed Minutes Audio Recordings
2022-094 Illinois State Board of Education Consolidated Plan Report

- 2022-095 Board Policy Modifications
- 2022-096 National School Lunch Program
- 2022-097 Illinois Municipal Retirement Fund Obligation
- 2022-098 Hersey Orchestra Room Riser Infill Bid

X. ACTION ITEM

- 2022-099 Approval of 2022-23 Tentative Budget and Establishment of Date for Public Hearing

XI. CLOSED SESSION

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, of the public body, including hearing testimony on a complaint lodged against an employee, to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
- Litigation, when an action against, affecting or on behalf of the particular district has been filed and is pending before a court or administrative tribunal, or when the district finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5ILCS 120/2(c)(12);

XII. RECONVENE IN OPEN MEETING

Immediately following the Closed Session, the Board of Education will reconvene in Open Session and may take action deemed necessary as a result of the Closed Session discussions.

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
- Litigation, when an action against, affecting or on behalf of the particular district has been filed and is pending before a court or administrative tribunal, or when the district finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5ILCS 120/2(c)(12);

XIII. ADJOURNMENT

MINUTES

The Minutes of the Second Business Meeting in May
of the Board of Education of
Township High School District 214 held on May 26, 2022
at Forest View Educational Center,
2121 S. Goebbert Road, Arlington Heights, Illinois
at 7:00 p.m.

President Dussling called the meeting to order at 7:00 p.m. and L. Keyes called the roll. The following members were present:

William Dussling	President
Mildred Palmer	Vice-President
Mark Hineman	Member
Alva Kreutzer	Member
Dan Petro	Member
Leonard Walker	Member

Excused at roll call: Andrea Rauch

Also present at the meeting were: D. Schuler, superintendent; C. Johnson, associate superintendent for finance and operations; K. Kraft, associate superintendent for human resources; M. Johnson, assistant superintendent for student services; P. Mogge, director of community engagement and outreach; K. Roiland, director of operations; T. Schlorff, director of instructional technology and technology services; L. Keyes, executive assistant to the school board and superintendent; staff members; parents; students; and citizens.

1. PLEDGE OF ALLEGIANCE

President Dussling led the Board and audience in the Pledge of Allegiance.

2. APPROVAL OF MINUTES

It was moved by Kreutzer and seconded by Petro that the Board of Education approve the minutes of the Business meeting May 12, 2022 and the Closed Session May 12, 2022.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Walker, Palmer, Petro, Dussling

Nays: None

3. SUPERINTENDENT REPORT

Superintendent Schuler led a moment of silence in memory of teacher Timothy Piatek.

D. Schuler reported that the district responded to the following Freedom of Information Act requests consistent with Illinois School Code:

- a. Preston Dedi requested bid information.

D. Schuler announced graduation ceremonies were held Wednesday and congratulated the Class of 2022.

4. PUBLIC COMMENTS

A. Osterman, alumni, spoke to the Board regarding library books.

E. Bauer, parent, spoke to the Board regarding personal finance classes.

M. Edwardsen, parent, spoke to the Board about Policy 2:220.

L. Neacy, junior at Prospect, spoke to the Board regarding the school shooting in Texas, and the mental health of D214 students.

5. BOARD MEMBER UPDATES

M. Hineman reported the Prospect Girls Track and Field team won the 4 x 800 relay at the state championship. Congratulations to the Hersey Girls Track and Field team on their 6th place finish.

M. Hineman reported the Hersey water polo team made it to the quarter finals at state.

M. Hineman reported he attended graduation at Prospect.

A. Kreutzer reported she attended the Academy, Vanguard, and Elk Grove Graduations.

A. Kreutzer reported tomorrow is the last day to sign-up for TDP non-credit courses for students.

L. Walker reported he attended the Industry Partner Breakfast at Chevy Chase, where over 150 partner organizations were invited in appreciation of their partnership with our students.

L. Walker reported he attended the Hersey and Kirk graduations.

M. Palmer reported she is devastated by Texas shooting and the Board strives to keep students, everyone in our buildings and our community, safe.

M. Palmer reported she is glad to be back after some personal health issues.

M. Palmer reported she attended the Buffalo Grove graduation.

M. Palmer reported she has been watching the developing Rolling Meadows project mural at the underpass by Salt Creek.

B. Dussling reported about Memorial Day activities, including Rolling Meadows, Prospect, Wheeling and Hersey bands marching in parades.

B. Dussling reported he attended the Rolling Meadows and Academy graduations.

B. Dussling attended the end of year Wildstang awards, after their world championship appearance in Houston

B. Dussling spoke at the Prayer Breakfast where many parents and grandparents shared positive opinions of District 214.

6. APPROVE CONSENT CALENDAR

2022-082 through 2022-086

It was moved by Kreutzer and seconded by Palmer that the Board of Education approve Items 2022-082 through 2022-086, appearing on the Consent Calendar as presented.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Petro, Dussling

Nays: None

A. Approve Accounts Payable 2022-082
Checks Dated: May 12, 2022
Check Numbers: 753661-754056

Educational Fund Listing	\$1,113,076.80
Operations and Maintenance	367,905.30
Transportation Fund	468,998.07
Capital Projects	301,765.00
TOTAL	<u>\$2,251,745.17</u>

B. Personnel Transaction Report 2022-083
Approved Personnel Transaction Report attached to these minutes.

C. Forest View Educational Center Casework 2022-084
Approved casework bid attached to these minutes.

D. Appointment of District Activity Fund Signatories 2022-085
Approved activity fund signatories.

E. RFP Performance Contracting 2022-086
Approved performance contracting bid attached to these minutes.

7. 2022-2023 NSSEO Budget 2022-087
It was moved by Kreutzer and seconded by Walker that the Board of Education approve the 2022-2023 NSSEO Budget as presented.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Petro, Dussling

Nays: None

Public Comments

Melissa Cayer, spoke regarding the budget and high student tuition cost.

8. CLOSED SESSION

It was moved by Walker and seconded by Palmer that the Board of Education convene in Closed Session for the purpose of discussing:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, a specific independent contractor in an educational setting, a specific volunteer of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific independent contractor in an educational setting, a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
- Collective negotiating matters between the district and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5ILCS 120/2(c)(2);

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Petro

Nays: None

The Board convened in Closed Session at 7:29 p.m.

9. RECONVENE IN OPEN SESSION

It was moved by Kreutzer and seconded by Petro that the Board of Education reconvene in Open Session.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Petro

Nays: None

The Board reconvened in Open Session at 8:22 p.m.

10. PTR II

2022-088

It was moved by Palmer and seconded by Kreutzer that the Board of Education approve PTR II including the following appointments:

- Karen Oswald, Community Engagement Supervisor, FVEC
- Maggie Byrne, Community Engagement Supervisor, FVEC

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Petro

Nays: None

11. JOB DESCRIPTIONS

2022-089

It was moved by Walker and seconded by Kreutzer that the Board of Education approve the following job descriptions:

- District 214 Foundation Executive Director
- District 214 Foundation Development Officer
- Career Discovery Assistant

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Petro

Nays: None

12. MEMO OF UNDERSTANDING, DISTANCE LEARNING

2022-90

It was moved by Hineman and seconded by Kreutzer that the Board of Education approve the Distance Learning Memo of Understanding Resolution.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Petro

Nays: None

13. ADJOURNMENT

It was moved by Kreutzer and seconded by Petro to adjourn. The motion carried.

The meeting adjourned at 8:27 p.m.

William J. Dussling, President

Mildred Palmer, Vice President

PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF EDUCATION ASSOCIATION PERSONNEL 2022-23

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>
SCHNEIDER, DELANEY	1.0 Special Education - WHS	\$66,537.00
<u>Remarks</u> Degree	M step 1 M.A. B.S.	National Louis University, Chicago, IL University of Iowa, Iowa City, IA
MALARTSIK, KATELYN	0.4 Social Science - BGHS	\$23,977.20
<u>Remarks</u> Degree	B step 1 B.A.	University of Illinois, Urbana, IL
GARZA, ROBERT	1.0 Physical Education - RMHS	\$61,741.00
<u>Remarks</u> Degree	B step 2 B.A.	Northeastern Illinois Univ, Chicago, IL
Exp.	8/2021 - 6/2022	Physical Ed-John Kennedy HS, Chicago, IL
COOLEY, JOSEPH	0.8 Outreach Family Specialist - RMHS	\$63,779.20
<u>Remarks</u> Degree	M+30 step 5 M.A. B.A.	University of Iowa, Iowa City, IA Southern Illinois Univ, Carbondale, IL
Exp.	8/2021 - 6/2022 8/2020 - 6/2021 8/2019 - 6/2020 8/2018 - 6/2019	ESS Counselor - Argo CHS, Summit, IL School Coun-Crete Monee HS, Crete, IL School Coun. - Big Hollow SD, Ingleside , IL School Coun-Davenport CSD, Davenport, IL

CHANGE IN STATUS

<u>Name</u>	<u>Assignment</u>
SINGH, PREET	Math - WHS
<u>Remarks</u>	Increase in FTE from 0.4 to 0.6 Effective 8-11-2022

EMPLOYMENT OF SCHOOL PSYCHOLOGIST INTERN - 2022-23

The following school psychologist intern will be employed by Township High School District 214 for the 2022-23 school year. This intern will be employed under a special contract of \$12,000 for 185 days. Workers' compensation and Medicare contributions will be paid. No other benefits will be provided.

<u>Name</u>	<u>School</u>
SUJET, SAMANTHA	EGHS

EMPLOYMENT OF SCHOOL SOCIAL WORKER INTERNS - 2022-23

The following school social worker interns will be employed by Township High School District 214 for the 2022-23 school year. These interns will be employed under a special contract of \$7,200 for 108 days. Workers' compensation and Medicare contributions will be paid. No other benefits will be provided.

<u>Name</u>	<u>School</u>
MARSHALL, REED	PHS
BELAN, ANYA	BGHS
WEILER, DANIEL	WHS
GARCIA, MARISELA	WHS
POLADIAN, TALEEN	WHS
CISNEROS, VICTORIA	EGHS
HUERTA, JEANETTE	JHHS
GLAS, JAMIE	JHHS
ALHAJ, NINA	JHHS

CLASSIFIED PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF CUSTODIAL MAINTENANCE PERSONNEL 2021 - 2022

CHANGE

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
BERGLOFF, WILLIAM			
Remarks:	Weekend Holiday Generalist (EGHS)		
	Grade 1, WHG10, Step 1	\$19.11	40
	From: Custodian I (EGHS)		
	Effective: June 10, 2022		

EMPLOYMENT OF CUSTODIAL MAINTENANCE PERSONNEL 2021 - 2022

NEW

DEGNER, JOHN			
Remarks:	Automotive Mechanic (FVEC)		
	Grade 1, MMS31, Step 11	\$31.67	40
	Effective: June 10, 2022		

EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2021 - 2022

CHANGE

POPOVICI, MARC			
Remarks:	Technology Assistant - Help Desk		
	Resignation		
	Effective: May 31, 2022		

WHITE, MICHAEL			
Remarks:	Technology Assistant Library		
	Resignation		
	Effective: June 30, 2022		

EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2022 - 2023

CHANGE

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
FINK, JOSIE			
Remarks:	Divison Assistant (RMHS)		
	Grade 3, Step 3	\$23.12	37.5
	From: Division Assistant (JHHS)		
	Effective: August 11, 2022		

PEREZ, CESAR

Remarks:

Instructional Assistant - Student Services (EGHS)

Grade 4, Step 2

\$23.65

35

From: Temporary and Grant Funded

Effective: August 11, 2022

SCHAERLI, ALEXIS

Remarks:

Pre School Assistant (WHS)

Grade 4, Step 2

\$23.65

22.5

From: 27.5 hrs/wk

Effective: August 11, 2022

TEMPORARY AND GRANT FUNDED PERSONNEL 2022 - 2023

Name:

Assignment

Salary

Hrs./Week

ACEVEDO, JOSE

Remarks:

Instructional Assistant - Student Services (WHS)

Grade 4, Step 2

\$23.65

37.5

Effective: August 11, 2022 - June 2, 2023

BALTOWSKI, BRIAN

Remarks:

Instructional Assistant - Student Services (Specialized Schools)

Grade 4, Step 3

\$24.11

37.5

Effective: August 11, 2022 - June 2, 2023

COLLINS, JUDITH

Remarks:

Instructional Assistant - Student Services (Specialized Schools)

Grade 4, Step 4

\$24.58

35

Effective: August 11, 2022 - June 2, 2023

COSME, NICHOLAS

Remarks:

Instructional Assistant - Student Services (Specialized Schools)

Grade 4, Step 2

\$23.65

37.5

Effective: August 11, 2022 - June 2, 2023

GINNAN, ANDREW

Remarks:

Instructional Assistant - Student Services (Specialized Schools)

Grad 4, Step 5

\$25.07

37.5

Effective: August 11, 2022 - June 2, 2023

HENRY, LORI

Remarks:

Instructional Assistant - Student Services (Specialized Schools)

Grade 4, Step 2

\$23.65

37.5

Effective: August 11, 2022 - June 2, 2023

JIMENEZ, MIGUEL

Remarks: **Instructional Assistant - Student Services (Specialized Schools)**
Grade 4, Step 5 \$25.07 37.5
Effective: August 11, 2022 - June 2, 2023

MARCUSON, BOBBIE

Remarks: **Instructional Assistant - Student Services (WHS)**
Grade 4, Step 2 \$23.65 37.5
Effective: August 11, 2022 - June 2, 2023

ROGERS, DEBORAH

Remarks: **Instructional Assistant - Student Services (Specialized Schools)**
Grade 4, Step 6 \$25.56 37.5
Effective: August 11, 2022 - June 2, 2023

SANCHEZ, YULIANA

Remarks: **Latino Outreach Facilitator (EGHS)**
Grade 4, Step 2 \$23.65 37.5
From: 27.5 hrs/wk
Effective: August 11, 2022 - June 2, 2023

SCHULDT, ALLISON

Remarks: **Instructional Assistant - Student Services (Specialized Schools)**
Grade 4, Step 3 \$24.11 35
Effective: August 11, 2022 - June 2, 2023

WAYNE, JEFFREY

Remarks: **Instructional Assistant - Student Services (Specialized Schools)**
Grade 4, Step 4 \$24.58 37.5
Effective: August 11, 2022 - June 2, 2023

WISNIEWSKI, AMY

Remarks: **Instructional Assistant - Student Services (Specialized Schools)**
Grade 4, Step 6 \$25.56 37.5
Effective: August 11, 2022 - June 2, 2023

WOLOWIEC, CHRISTOPHER

Remarks: **Instructional Assistant - Student Services (Specialized Schools)**
Grade 4, Step 5 \$25.07 35
Effective: August 11, 2022 - June 2, 2023

ITEM: 2022-093
DATE: June 9, 2022
FILE: Meetings

SUBJECT: Destruction of Closed Meeting Audio Recordings

BACKGROUND INFORMATION:

The Illinois Open Meetings Act (5 ILCS 120/2.06) requires that Boards of Education keep a verbatim record of their closed meetings in the form of an audio or video recording. After 18 months have passed since being made, the audio or video recording of a closed meeting may be destroyed, provided the Board approved: 1) its destruction; and, 2) minutes of the particular closed meeting.

ADMINISTRATIVE CONSIDERATION:

The Board of Education approved the following minutes of the closed meetings as indicated:
November 12, 2020

RECOMMENDED ACTION:

That the Board of Education approve the destruction of closed session audio recordings older than 18 months.

ITEM: 2022-094

DATE: June 9, 2022

FILE: Curriculum

Subject: Consolidated District Plan

BACKGROUND INFORMATION

A Consolidated District Plan is a requirement for school districts that receive any federal funding through the Illinois State Board of Education. District 214 receives Title I, II, III, IV, Perkins, IDEA, and ESSER funding.

ADMINISTRATIVE CONSIDERATION

District 214 has prepared a Consolidated District Plan for 2022-2023 in response to the Illinois State Board of Education requirements. The Consolidated District Plan contains many elements that are included in the District's School Improvement and District Improvement Plans that are reviewed and revised every two years.

All District 214 schools have a School Improvement Plan for 2021-2023 in response to the district's instructional goals that was approved in June 2021.

The local School Board must approve the Consolidated District Plan annually in order for the District to receive federal funds through the Illinois State Board of Education.

RECOMMENDATION ACTION

That the Board of Education approve the Consolidated District Plan.

Attachment

eGrant Management System Printed Copy of Application

Applicant: TOWNSHIP HSD 214

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: TOWNSHIP HSD 214

Date Generated: 6/6/2022 12:04:32 PM

Generated By: mmreca

Contact Information Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial	Phone*	Email*
Zipp	Marcella		847 718 7669	marcella.zipp@d214.org

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

District 214 shall make educational and co-curricular opportunities available for all students, teachers, and other beneficiaries without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, or status related to homelessness, immigration, orders of protection, marriage, parenthood or pregnancy, as required by the Individuals with Disabilities Education Act (IDEA) and other applicable laws.

3. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box,

revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

Initial submission for the fiscal year

Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

*Required field, applicable for all funding sources

Needs Assessment/Programs

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

ESSER II (Elementary and Secondary School Emergency Relief II)

ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

Many of the activities and programs in the District schools are funded from a variety of local, state, and federal sources, including Title I, Title II, Title III, IDEA, Perkins/CTEI, local district funds, and external grants from public and private sources. Grant activities are regularly reviewed in order to determine effectiveness of service and promoting student success. Federal resources are used to provide supplementary instructional activities for students and professional development activities for staff beyond the resource allocations to each school building. State resources through Illinois' evidence based funding provides the district additional resources that combine previous funding from General State Aid, English Learner Education, Special Ed Personnel, Special Ed Funding for Children, and Special Ed Summer School. These state resources are based on the District's adequacy target per student investments for gifted/talented, professional development, instructional materials, assessments, computer/tech equipment, student activities, operations and maintenance, central office management, and employee benefits with additional investment cost factors for low-income, English Learners, and Special Education. The District 214 Education Foundation helps support the mission of the District through private philanthropy. The Foundation supports many initiatives including first generation student college scholarship, dual credit fees, classroom labs and modernizations, innovative technology upgrades, field trips, and direct assistance to our neediest families. Finally, the district's Grants and Special Programs department secures foundation and corporate funding for specific initiatives such as STEM education and career pathway development. ESSER II and ARP-ESSER III funds are used to support the instructional activities outlined in the District's Learning Renewal Plan, including high-dosage tutoring, credit recovery, and mental health supports.

Response from the approved prior year Consolidated District Plan.

Many of the activities and programs in the District schools are funded from a variety of local, state, and federal sources, including Title I, Title II, Title III, IDEA, Perkins/CTEI, local district funds, and external grants from public and private sources. Grant activities are regularly reviewed in order to determine effectiveness of service and promoting student success. Federal resources are used to provide supplementary instructional activities for students and professional development activities for staff beyond the resource allocations to each school building. State resources through Illinois' evidence based funding provides the district additional resources that combine previous funding from General State Aid, English Learner Education, Special Ed Personnel, Special Ed Funding for Children, and Special Ed Summer School. These state resources are based on the District's adequacy target per student investments for gifted/talented, professional development, instructional materials, assessments, computer/tech equipment, student activities, operations and maintenance, central office management, and employee benefits with additional investment cost factors for low-income, English Learners, and Special Education. The District 214 Education Foundation helps support the mission of the District through private philanthropy. The Foundation supports many initiatives including first generation student college scholarship, dual credit fees, classroom labs and modernizations, innovative technology upgrades, field trips, and direct assistance to our neediest families. Finally, the district's Grants and Special Programs department secures foundation and corporate funding for specific initiatives such as STEM education and career pathway development.

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

Yes ESSER II and ARP-ESSER III funds are braided to support the activities in the District's Learning Renewal Plan. This includes high-dosage tutoring, credit recovery, and mental health supports.

4. Will the hybrid- blend Title II and/or Title IV funding?

Indicate all that apply.

No Hybrid Funding

Title II to Title I

X Title IV to Title I

Title II to Title IV

Title IV to Title II

5. Provide a Summary of the LEA's Needs Assessment.

Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs. School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates. A professional development needs assessment is conducted annually, and the resulting workshops for teachers are developed based on teacher feedback. Workshops have focused on literacy across content areas, teaching students of poverty and focusing on career pathways. A data retreat is scheduled for the end of June 2022 where the District Executive Council will do a comprehensive data review over two days of District data for the 2021-2022 school year on progress towards goals, as well as the Learning Renewal Plan. Adjustments will be made based on the data for continuous improvement purposes.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

Needs Assessment Impact Instructions

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- X** A. School and/or district report card(s)
- X** B. Five Essentials Survey
- X** C. Student achievement data (disaggregated by student groups)
- X** D. Current recruitment and retention efforts and effectiveness data
- X** E. Professional development plan(s)
- X** F. School improvement plan(s)
- G. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- X** L. Illinois Quality Framework and Supporting Rubric
- X** M. Other

List and describe other instruments and/or processes that were used in the needs assessment.

Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs. School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates. Traditional special education services such as LD, speech, BD and inclusion are currently offered to students as needed. Title I helps fund small group intervention classes such as AVID, in-classroom support from a reading specialist, tutoring in reading and math, college and career readiness, and social and emotional learning. A professional development needs assessment is conducted annually, and the resulting workshops for teachers are developed based on teacher feedback. Workshops have focused on literacy across content areas, teaching students of poverty and focusing on career pathways. Assessment activities in reading and math include: Khan Academy, STAR Math, STAR Reading, Systems 44, System 44 Blended. Each school's support team annually reviews student achievement data from standardized state assessments; the SAT; student performance in reading, mathematics, and science related to course success rates; the number of students taking and receiving a score of 3 or higher on AP exams; and the D and F rate of students. Activities for the school's academic plan are intended to move the students and school closer towards reaching the non-negotiable district goals established for each school. The District's Learning Renewal Plan was also developed from a needs assessment with public input.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. *

Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

The strategies listed below are intended to provide students with better opportunities to meet the state's proficient and advanced levels of academic achievement, as well as achieve the district academic goals. Comparing past student performance with student growth will measure the success of these strategies. The focus will be to closely monitor performance of disaggregated student groups and aggregated SAT and AP test data each year. Funding for these activities will come from Title I, Title II, Title III, and local school district monies.- Students will have equitable access to rigorous Curriculum and Instruction. Students will have access to the curriculum guides, syllabi, unit, and lesson outcomes.- Students identified by a 370 or below composite average on the PSAT 8/9 test will be placed in a summer Transition to Language Arts program that provides intense Reading/Writing instruction prior to their freshman year. In addition, we will have a week of mathematics. Students will engage in a curriculum aligned to Illinois Learning Standards (ILS) incorporating the Common Core Standards, and Next Generation Science Standards (NGSS). Students will receive explicit content-area reading instruction (i.e. Read 180/System 44, Strategic Instruction Model, Response to Intervention for at-risk readers) across the curriculum. Students will access computer assisted instruction (i.e. Compass Learning, Achieve3000) as a supplement to classroom instruction in resource rooms before, during, and after school. Students will experience a system of common formative and summative (i.e. Assessment for Learning) assessment aligned to the Common Core Standards, SAT, ILS, and NGSS. Students will have access to the Academic Resource Center (ARC) for scheduled or "drop-in" tutoring in all core content areas and World Languages. Students will have access to seminar, an academic advisory time with three tiers of interventions including targeted tutoring for struggling students.- Students will receive targeted remedial instruction via instructional tutors in after-school tutoring. Students identified as at-risk in the area of reading will receive double-block Reading/Writing during their freshman and sophomore years. Students will participate in a summer reading program where staff will choose materials/books that have cross-curricular focus. Students will be offered bridge math classes during the summer to hone their skills in order to be placed at level or at an advanced level in mathematics in their freshman year. Students identified as at-risk in the area of mathematics will receive double-block mathematics during their freshman and sophomore years. Students will have access to Social-Emotional Learning supports.- Students will have

access to earn early college credit (AP, Dual Credit, etc.).- Students will have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

Township High School District 214 uses data from PSAT, SAT, AP, local assessments, and state testing. In addition, the district has utilized available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading – phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Reading Plus, Scholastic System 44, Lexia, and Quia provide data to assist in the identification of deficits in these five areas. Professional Learning Communities (PLC) staff, building data teams and Early Intervention Teams (EIT) utilize the data to assist students in reaching state college and career readiness standards in reading and mathematics. Additional tools utilized in Differentiated Instruction may be included at the building level. Across the district AIMSweb is used for benchmark assessment and progress monitoring. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally, common formative and summative exams allow the PLCs and school administration to monitor student progress and growth. The district follows a method of continuous improvement: Plan - Do - Study - Act. A 2014 environmental scan determined that our customers are: universities, trade schools, colleges; businesses; military; and community organizations. Our stakeholders are: students/parents/staff; feeder elementary school districts; business and service organizations; higher education organizations; and communities. Our customers and stakeholders have helped identify our core competencies, which are: deliver college/career-ready standards for students; Integrate 21st-century technology systems; use continuous research and analysis; recruit high quality staff and support by ongoing professional development; demonstrate fiscal responsibility; provide ongoing learning for our community members; and maintain and operate state-of-the-art facilities. District 214 has a Director of Professional Learning who provides leadership for the professional growth and development of all district personnel. This person is responsible for developing and maintaining a system to encourage peak performance of staff members through evaluation and training activities, and creating a team to conduct the district-wide needs assessments to identify the areas needed to improve teacher professional growth so that instructional quality remains excellent and achievement gaps can be closed. This individual supports the work of the Associate Principals for Instruction (API). The APIs identify, organize and plan building-level and district-wide professional development activities based on stakeholder input related to the district goals. All district staff are highly qualified, and all staff (including paraprofessionals) are certified. Strategies that have been identified to maintain high quality instruction and close achievement gaps are: provide graduate education to teachers in order to meet ICCB requirements for dual credit instruction in their academic area; provide professional development opportunities to better understand the needs of students in poverty and strategies (instructional, social-emotional, community-based) to help them succeed academically; provide professional development on educational technology and maximizing the use of mobile technology in the classroom to enhance and improve the learning experience. The Associate Principals for Instruction have autonomy for the planning and delivery of building-based professional development days. The building staff development teams select training that fits the requirements of their School Improvement Plan. The Board of Education supports a Professional Learning Community (PLC) structure that has instituted weekly late starts for collaboration and professional development. The agendas and focus for late start PLC activities are driven by the API at the building level. District 214 has an annual fall district-wide educational support personnel institute day. The breakout sessions and offerings are identified and planned

with input from the leadership of the various support staff associations and developed in collaboration with the Director of Professional Learning. The ESP institute day is scheduled during a student non-attendance day allowing all employees to participate as part of their work day. Township High School District 214 is committed to the use of technology to enhance learning opportunities for all learners. This includes developing staff capacity to instruct and develop within students the 21st century skills of inventive thinking, effective communication, high productivity, and digital-age literacy to create innovative solutions to real world problems. We facilitate the growth of all individuals (students and staff) to use technology effectively and ethically so they may contribute positively to our diverse society and global community. We use the following mechanisms to provide support systems for teachers and learning. 1. Telecommunications - staff are trained to use pod casting, teleconferencing, videoconferencing and distance learning to provide new avenues of learning. We use VOIP (voice over internet protocol) to increase communications for administrative and life safety purposes, utilize a broadcast notification and email listserv system for communicating with parents and all stakeholders. 2. Instructional Technology - is used throughout the curriculum by incorporating interactive whiteboards, mobile devices, cloud computing technology, online subscriptions, a learning management system (Moodle) and use of a video distribution system to enhance instruction. 3. Information Technology - We use technology to process and distribute information via electronic conferences, research data, student information system (Infinite Campus), content management system, electronic grade book, and email in support of student achievement goals. In addition to traditional workshops, the district has developed a number of "blended" courses that are focused on developing the capacity of our teachers to transform their teaching and delivery of instruction by integrating technology into the classroom. "Blended" courses schedule two face-to face meetings and deliver the rest of the course online using Schoology. Teachers participate by having discussions in forums, sharing resources, and sharing projects they design in these courses. All courses are taught by district staff. This flexible delivery of staff development has reduced the cost of staff development, while expanding technology-related courses. The District 214 Staff Support department maintains a continuously updated database of all staff currently involved in professional development programming, including district workshops, graduate programs, and/or coursework. The Global Compliance Network's internet-based training is utilized with all employee groups to fulfill other training requirements for new and continuing staff. All new staff participate in orientation designed for their employment group both at the district and building levels. D214 also provides a two-year induction/mentoring program with ongoing professional support for newly hired teachers. Currently, D214's new teacher induction program consists of 29 hours, which includes district and building orientations, online training, and time with the assigned mentor. Each new teacher is matched for two years with a mentor who has teaching experiences similar to the new teacher's assignment.

G. Title III - LIEP

High School District 214 maintains a total staff and community focus on and commitment to its English Language Learners. Students entering the United States and District 214 are academically assessed and offered classes in which they will grow and reach native speaker ability in literacy and competency in the English language. Consequently, students at pre-competency levels enter programs at the District's Newcomer Center or start classes offered at one of four of the district's six comprehensive high schools. Global students hail from all countries and continents. However, a new wave of students from Honduras, Guatemala, and El Salvador are seeking their education and language proficiency in high school as they are at the appropriate high school age. Nevertheless, these students arrive with interrupted learning, limited formal education, and no school beyond the sixth or seventh grade. In school year, 2018-19, 911 students took the ACCESS exam. These students' classroom English levels range from Introduction to ESL, ESL 1, 2, 3, LEP Written and Oral Communication, LEP World Literature and LEP American Literature and Composition. There are 395 students who are dually identified as needing Special Education Services as well as EL classes. Based on this test results, the EL students in District 214 have scores higher than both state and national averages as verified by said test. Nevertheless, administrators, teachers, staff, parents, community, and students focus on continuous improvement of student learning. The District is strongly committed to continuous improvement: Plan, Do, Study, Act. As a result, data retreats for stakeholders are conducted in order for data to be examined and analyzed. After teaching/learning successes and challenges are identified, focused and verifiable teaching/learning strategies supported by research become professional development growth and learning opportunities for all staff. The District has a Director of Professional Development who is responsible for developing and maintaining a system of education and training activities. Director of Professional Development supports the work of the Director of if Language Development. Based on the results of the 2019 ACCESS scores and its comparison to 2017 and 2018, the following determination and decisions will affect the 2019-2020 EL Improvement plan. The number of students taking the ACCESS tests has increased by nearly 250 students between 2017 and 2019. Nevertheless, student growth and the ACCESS composite scores have been maintained. However, as a District 214 goal is continuous improvement, additional professional development will be required for all EL, Special Ed teachers, and staff. To build on professional

development offered in 2018-19, focusing on ELs oral communication, the one area in which students have not shown growth, presenters from WIDA, World Class Instructional Design and Assessment, will present a two-day seminar to the staff on Purposeful Lesson Planning for Language Learners with a focus on planning specific lessons on oral fluency skills. As the ESL Department will be part of English Division, the Director of Language Development will work with the Division Heads and Associate Principals of Instruction to affect its PLCs. The goal is for English and ESL teachers to develop curriculum and teaching strategies that focus on Reading, Writing, Listening, and Speaking that affect both native and non-native speakers. Based on each individual student's score on the ACCESS, students who fall below acceptable or non-improvement levels will receive additional interventions in areas of concern. In addition to the foregoing, core programs, such as Sheltered English, will be maintained. However, more unified instruction and commitment to integrating career pathways into curriculum and instruction will be made so that EL students identify the importance of competency in English literacy and fluency for post-secondary education and careers. To affect the above, EL teachers will be encouraged to include both short and long term goals as part of the yearly goal setting meetings focusing on improving student English speaking skills. District 214 staff is committed to their students, to learning and to improving. Consequently, all test results are shared with stakeholders. Teachers and staff are given license to attempt innovative strategies to increase student learning.

H. Title III - ISEP

Our immigrant students need support in their home language, English development, and social emotional support. As such, we will provide resources and instruction in native language, social work services, and extra support outside the classroom in order to remediate skill deficits. Our social worker will administer a needs assessment and determine appropriate support services as necessary. Once we have administered an academic, using the Supera and Star Reading assessment, and a social emotional needs assessment, we will create program goals in order to support the academic and social emotional growth of our immigrant students.

I. Title IV, Part A - Student Support and Academic Enrichment

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

Title IV funds are incorporated into Title I budget.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

District 214 and NSSEO cooperative's needs assessment documents information in meeting the standards for individualized programming of students with special needs. Additionally, D214 conducted an internal needs assessment with staff. Areas of growth include training in using technology to increase student independence, behavior management, effective interventions and understanding of UDL and strategies for differentiated curriculum. These identified topics are areas of commitment among district leadership groups. The behavior component of the RtI (PBIS) approach infuses the social emotional learning standards in which the district utilizes strategies to reduce its risk factors associated with student school dropout and mental health hospitalizations is mentioned in the needs assessment.

L. IDEA, Part B – Preschool

M. Elementary and Secondary School Emergency Relief Grant II

The ESSER grants are supporting the District's Learning Renewal Plan. This plan was developed summer 2021 with staff and community input. The plan includes: guidance for in-person instruction following steps issued by the Center for Disease Control and Prevention (CDC); embedded access to instructional supports during the school day; expanded mental health

supports; summer language and math interventions for incoming and returning students; smallgroup and individualized academic interventions for specialized populations including students of poverty, English learners, and students with disabilities; and, expanded opportunities for enrichment.

N. ARP-LEA Elementary and Secondary Emergency Relief Grant III

The ESSER grants are supporting the District's Learning Renewal Plan. This plan was developed summer 2021 with staff and community input. The plan includes: guidance for in-person instruction following steps issued by the Center for Disease Control and Prevention (CDC); embedded access to instructional supports during the school day; expanded mental health supports; summer language and math interventions for incoming and returning students; smallgroup and individualized academic interventions for specialized populations including students of poverty, English learners, and students with disabilities; and, expanded opportunities for enrichment.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

X Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

X Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

X Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

X Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Students are College Ready if they meet either the following academic or standardized testing benchmarks: - GPA 2.8 out of 4.0 and one of the following: - Advanced Placement exam (3+)- Advanced Placement Course (A, B, or C)- DualCredit College English and/or Math (A, B, C)- Developmental English/Math Proficiency

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*

Check all that apply.

X A. Teachers (1,7,8,9,10)

X B. Principals (1,7,8,9,10)

X C. Other school leaders (1,8,9,10)

X D. Paraprofessionals (1)

- E. Specialized instructional support personnel (1,2,3,4,8,9,10)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- X** G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
- H. Parent liaisons
- X** I. Title I director (1)
- X** J. Title II director (1)
- X** K. Bilingual director (1,7)
- L. Title IV director (1)
- X** M. Special Education director
- X** N. Guidance staff
- O. Local government representatives (8)
- X** P. Community members and community based organizations (7,8)
- X** Q. Business representatives (2,3,4)
- X** R. Researchers (7)
- X** S. Institutions of Higher Education (7)
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = ESSER II
- 9 = ARP-LEA (ESSER III)

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

Each school has weekly or monthly stakeholder meetings in which the school improvement plans and/or schoolwide plans are used as guiding documents for administrative and instructional practices. Schools report to district administration during monthly leadership team meetings. The district plan was reviewed during

these meetings and finalized through electronic review using file sharing. Meeting dates: 8/2/2021, 8/24/2021, 9/28/2021, 11/2/2021, 1/11/2022, 2/1/2022, 3/1/2022, 4/5/2022, 5/3/2022, and 5/25/2022. Consultation with parents and students was facilitated by staff at Title I family outreach events at the participating schools, including Wheeling (10/21/2021, 12/8/2021, 1/19/2022, 2/16/2022, 3/16/2022, 4/13/2022, 5/11/2022); Elk Grove (8/21/2021, 9/11/2021, 10/09/2021, 11/06/2021, 1/29/2022, 2/12/2022, 3/12/2022, 4/09/2022, 5/07/2022); and Rolling Meadows (9/2/2021, 11/12/2021, 11/29/2021, 12/3/2021, 12/5/2021, 2/27/2022, 4/1/2022, 4/3/2022, 4/20/2022). Meetings were held both virtually and in person. Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs. School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates.

Response from the prior year Consolidated District Plan.

Each school has weekly or monthly stakeholder meetings in which the school improvement plans and/or schoolwide plans are used as guiding documents for administrative and instructional practices. Schools report to district administration during monthly leadership team meetings. The district plan was reviewed during these meetings and finalized through electronic review using file sharing. During 2020-2021, most of the leadership meetings were held virtually. Meeting dates: 9/1/2020, 10/13/2020, 11/10/2020, 12/8/2020, 1/12/2021, 2/9/2021, 3/9/2021, 4/6/2021, and 5/4/2021. Consultation with parents and students was facilitated by staff at Title I family outreach meetings at the participating schools, including Wheeling (8/27/2020, 9/24/2020, 1/21/2021, 2/4/2021, 2/18/2021, 4/1/2021, 4/6/2021); Elk Grove (8/27/2020, 9/5/2020, 9/19/2020, 10/10/2020, 10/24/2020, 11/7/2020, 11/21/2020, 12/5/2020, 1/23/2021, 3/6/2021, 3/13/2021, 4/10/2021, 4/24/2021, 5/15/2021); and Rolling Meadows (8/27/2020, 12/15/2020). During 2020-2021, most of these meetings were also held virtually. Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs. School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

Educational research studies indicate there is a strong link to parental involvement and student success. District 214 prescribes to the notion that parental involvement is critical in getting students to be engaged at their school. District 214 continuously relies on parent input during the development of such plans like ELL, RTI, social emotional learning, discipline policy review, college nights, IEP meetings, etc. Parents are provided with multiple opportunities to partner with the district and school staff to provide input and feedback on initiatives, to address the academic needs of students, and with opportunities to engage in activities that support the family. The majority of these opportunities occur at the home school because of greater accessibility for the parent and family. The current district Title I policy has parent involvement defined by Section 1118: Title I Parental Involvement (6:170) The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parental Involvement Compact The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific

strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parental Involvement Compact Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Additional school level procedures include: I. Notify each child's parent(s)/guardians(s) that the child has been selected to participate in the Title I program. II. Inform each child's parent(s)/guardian(s) why their child has been selected to participate in the Title I program. III. Inform parent(s)/guardian(s) of the progress their child is making in the Title I program by quarterly progress notices. IV. Utilize the individual building's fall parent(s)/guardian(s) conference for Title I parent(s)/guardian(s) conferences. V. Survey teachers and parent(s)/guardian(s) of eligible Title I children for input in the planning, development, and operation of the program. VI. Each Title I building will develop a written parent(s)/guardian(s) involvement plan. VII. Each Title I building will develop and implement a school parent compact. We use a variety of avenues to reach out to our EL parents including phone calls, in person meetings, Remind 101, School Messenger communications, and emails. In addition, we have a variety of programming dedicated to our EL families, such as Immigration, Paying for College, FAFSA completion night, Technology Help, College 101, Substance Abuse Fair, Mental Health, Charlas de Carreras, Social Emotional Health Cyberbullying and Social Media, AP/Career Pathways, and Everything You Need to Know About High School. Most of these events are presented in Spanish, and there are also some sessions presented in Russian.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

The strategies that District 214 will implement for effective parent and family engagement include parent nights and parent-teacher organization meetings at the individual school buildings. Important information is also conveyed to parents via quarterly newsletters, in English and Spanish. At the Title I buildings, Spanish speaking parent events are held about once every other month, based on topics suggested by parents. The meetings are held at a variety of times, including evenings, weekends and weekdays. During the 2021-2022 year, parent events covered themes such as virtual learning, academic success, and immigration and DACA. Latino parent meetings are also held in conjunction with school events such as Open House, Freshman Night and college fairs. During the 2021-2022 academic year, most parent meetings took place virtually via Zoom. The languages we translate all materials for are Spanish and Russian. However, our website and the contents on it can be read in numerous languages via a Google feature. Schools also host FASFA parent night to Russian and Spanish parents, Post Secondary Workshops, and Parent/Counselor Meetings.

Response from the prior year Consolidated District Plan.

The strategies that District 214 will implement for effective parent and family engagement include parent nights and parent-teacher organization meetings at the individual school buildings. Important information is also conveyed to parents via quarterly newsletters, in English and Spanish. At the Title I buildings, Spanish speaking parent events are held about once every other month, based on topics suggested by parents. The meetings are held at a variety of times, including evenings, weekends and weekdays. During the 2020-2021 year, parent events covered themes such as virtual learning, academic success, and immigration and DACA. Latino parent meetings are also held in conjunction with school events such as Open House, Freshman Night and college fairs. During the 2020-2021 academic

year, most parent meetings took place virtually via Zoom. The languages we translate all materials for are Spanish and Russian. However, our website and the contents on it can be read in numerous languages via a Google feature. Schools also host FASFA parent night to Russian and Spanish parents, Post Secondary Workshops, and Parent/Counselor Meetings.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.
ESEA section 1112(a)(1)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b) (4)(C))

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

** Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

Private School Participation

The application has been locked. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

Yes No

Private School Name	Closing	Title 1	Title II	Title IV	Nonpublic Consultation Form
Chicago Futabakai Japanese		no	no	no	consultation attempts FY23
Christian Liberty Academy		no	no	no	consultation attempts FY23
St. Viator High School		yes (6)	yes (815)	yes (815)	consultation form FY23 signed

OneSchool Global-Chicago C

no

no

no

Consultation attempts FY23

Comments:

Preschool Coordination Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

No Preschool Programs

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter

No Preschool Programs

No Preschool Programs

Response from the approved prior year Consolidated District Plan.

No Preschool Programs

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

X Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

X Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

X Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

X Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Students are College Ready if they meet either the following academic or standardized testing benchmarks: - GPA 2.8 out of 4.0 and one of the following: - Advanced Placement exam (3+)- Advanced Placement Course (A, B, or C)- Dual Credit College English and/or Math (A, B, C)- Developmental English/Math Proficiency- Algebra II Proficiency- ACT Exam: (18) / Reading (22) / Science (23) / Math (22)- SAT Exam: Math (530) / Reading and Writing (480)- Local College-Level Requirements Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Cluster Identified and two or more of the following benchmarks: - 90% attendance- 25 hours of community services- Workplace learning experience- Industry credential- Dual credit career pathway course- 2+ organized cocurricular activities District 214's nonpublic partner, St. Viator High School, has established the following academic goals, which are consistent with District 214's. Students are college-ready if they complete all of the following: - Overall GPA 77% out of 100% and complete all of the following: - Course distribution requirements- Algebra II Proficiency- 90% attendance- 100 hours of community services- 2+ organized co-curricular activities On standardized testing benchmarks: - PreACT Exam: (18) / Reading (22) / Science (23) / Math (22)- ACT Exam: (18) / Reading (22) / Science (23) / Math (22)- PSAT: Math (530) / Reading and Writing (480) - SAT Exam: Math (530) / Reading and Writing (480)

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s). * [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

Township High School District 214 uses data from PSAT, SAT, ACT, AP, local assessments, and state testing. In addition, the district has utilized available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at-risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Reading Plus, Scholastic READ180, System 44, Lexia, and Quia are used to provide data to assist in the identification of deficits in these five areas. Professional Learning

Communities (PLC) staff, building data teams and Early Intervention Teams (EIT) are able to utilize the data to assist students in reaching state college and career readiness standards in reading and mathematics. Additional tools utilized in Differentiated Instruction may be included at the building level. Across the district AIMSweb is used for benchmark assessment and progress monitoring. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally, common formative and summative exams have allowed the PLCs and school administration to monitor student progress and growth.

Response from the prior year Consolidated District Plan.

Township High School District 214 uses data from PSAT, SAT, ACT, AP, local assessments, and state testing. In addition, the district has utilized available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at-risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Reading Plus, Scholastic READ180, System 44, Lexia, and Quia are used to provide data to assist in the identification of deficits in these five areas. Professional Learning

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2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.

***Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

Students At Risk for Academic Achievement District 214's Associate Superintendent for Teaching and Learning coordinates with counterparts in the seven elementary school district's that feed into our high schools. Articulation meetings address transitional support from middle/junior high school to high school. As a result of this collaboration, we are able to provide freshman student and parent orientation nights. These events are scheduled at each of the high schools to provide families with enrollment information, tours of the buildings, and high school academic and behavioral expectations. Additionally, a summer transition language arts program is offered to the academically at-risk students identified through the process. Students with Limited English Proficiency District 214's Director of English Language Learners coordinates schools with ELL funding with curriculum development that incorporates Illinois English Language Learner, SAT college readiness standards, and principles of best practice with elements of the Sheltered Instruction Observation Protocol (SIOP). Additionally, the Director coordinates with the Director of Community Education to provide parent involvement activities, coordinate parent/adult services, and social outreach services for newcomer parents in the ELL program. Students with Disabilities District 214's Associate Superintendent for Student Services coordinates with the Northwest Suburban Special Education Organization (NSSEO) to provide a continuum of services for students with special needs district-wide. Program goals and objectives are often discussed at these leadership meetings. Administrators are then able to articulate needs, services and funding. Much of this is able to be accomplished in the district improvement planning process. Communication between administrators of Title I, ELL, Special Education, and homeless programs of the multiple districts and cooperatives is essential to ensure that student and educational services are intentional and focused. This communication is continuous via personal contact, telephone, and email. This eliminates duplication and reduces redundancy and fragmentation of the instructional program. Children in Need of Services the Director of Research and Evaluation conducts analysis on an annual basis to identify students considered to be at-risk for academic achievement in reading and mathematics using the Pre-SAT test which is administered to all incoming freshman during their 8th grade year. Using the data, incoming students with an average score of less than fourteen are considered academically at-risk. Students with 8th grade teacher recommendations for remediation also can be added to the at-risk list compiled through composite score screening. Additionally, a student's prior classroom performance is considered to be far more predictive of future performance than a single test score. Therefore, if a student has otherwise performed well in their middle school classroom, they should not be considered at-risk. The Associate Principals notify the parent through various remedial

program enrollment procedures. Students that have an academic need along with Parents are made aware of services through both the academic teacher and the student services personnel. Additional parent involvement includes: - Parents will attend the District-wide Parent Advisory Committee which will review program data and make programmatic recommendations. Topics to help parents increase student achievement will be presented.- Parents will be presented with data and materials from the Building Parent Council to help them advocate for their students. Each Building has a Parent Council which set direction for the Title I Program to the specific building's need.- Parents will be offered Title I Family Night which will discuss topics including study and communication skills. Programs and Educational Services Targeted assistance programs for Title I students include: Bridge to College Readiness Program, AVID, Assessment for Learning-Seven Strategies for Learning, QUIA, Cognitive Tutor, Strategic Instruction Model (SIM), Danielson's Framework for Teaching Program, Reading Plus, STAR Math and Reading, System 44, Lexia, Formative Assessments-Gains, Family Literacy Support Program, and the Saturday School Program. Services for Migratory Children Should a student be identified as migrant the district would provide instructional support and assist with providing stability and reducing other barriers which interfere with success in school. Each building utilizes the Homeless Liaison to ensure this process. The current Board of Education policy states the process migratory students are assisted: Migrant Students (6:145)The Superintendent will develop and implement a program to address the needs of migrant children in the District. This program will include a means to:- Identify migrant students and assess their educational and related health and social needs.- Provide a full range of services to migrant students including applicable Title I programs, in the event the District accepts Title I funds, and special education, gifted education, vocational education, language programs, counseling programs, and elective classes.- Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.-Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.-Provide parents/guardians an opportunity for meaningful participation in the program. Migrant Education Program for Parents/Guardians Involvement- Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.- Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children. Services for Homeless Children Township High School District 214 provides services for students who find themselves in a Homeless situation. The level of support is dependent on the specific needs of the student. Assistance with securing community and health care services, academic support, supplies, and transportation are examples of some of the services provided. At times, expedited evaluations for special education have also been conducted. Coordination between the Associate Superintendent for Student Services responsible for the McKinney-Vento grant is district-wide. District 214currently identified one Social Worker in each of the six buildings to coordinate homeless delivery of services. Our major focus is assisting our Homeless students and to identify and mitigate barriers to their access to and success in school.

Response from the prior year Consolidated District Plan.

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3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

District 214 provides numerous, evidence-based interventions to students that need additional assistance in meeting academic standards and being successful in school. Examples of all interventions include: -Use of the AVID program with all grade levels.-Targeted training on the use of AIMS web to track student progress reading below the 8th grade level.-Universal training on the use of supplemental computer assisted technology (Rosetta Stone, Skills Tutor, Key Train, & PLATO) for resource room support.-Targeted instruction in content area reading strategies (Kansas State University's Strategic Instructional Model, The Reading Process (Tovani), Building Academic Knowledge-Vocabulary (Marzano).-Targeted instruction in effective co-teaching practices.-Widespread implementation of co-taught (content area and special education) in the areas of math and reading.-Adoption of priority scheduling and

placement protocols for students classified as at-risk in reading and math, ELL and Special Education.-Use of high yield instructional strategies such as using graphic organizers, summary template, learning and applying specific vocabulary and using prescribed writing templates-Implementation of systemic data-based protocols that trigger a tiered system of interventions and supports. This work reinforces the schools' and district's commitment to college and career readiness and most importantly, addresses the concept of self-engagement. Additionally, students will have access to earn early college credit (AP, Dual Credit, etc.). Students will also have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs. EL students have an instructional assistant in their core classes in order to provide additional instructional supports. These instructional assistants will work one on one or in small groups with students in order to clarify information and help students achieve mastery of concepts. In addition, peer tutoring and after school tutoring is available to students.

Response from the prior year Consolidated District Plan.

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4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools: 1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed. College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below. Academic Indicators GPA 2.8 out of 4.0 and one or more of the following benchmarks: - Advanced Placement Exam (3+)- Advanced Placement Course (A, B, or C)- Dual Credit College English and/or math (A, B, or C)- College Developmental/Remedial English and/or Math (A, B, or C)- Algebra II (A, B, or C)- International Baccalaureate Exam (4+) Standardized Testing Benchmarks (minimum score) - SAT Exam: Math (530) | Reading and Writing (480)- ACT Exam: (18) | Reading (22) | Science (23) | Math (22)- College Readiness Placement Assessment (determined by post-secondary institution) Additional Factors that Contribute to College Success: Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising;

Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II. Career Ready Indicators Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Cluster Identified and two or more of the following benchmarks: - 90% Attendance- 25 hours of Community Service- Workplace Learning Experience- Industry Experience- Dual Credit Career Pathway Course- Two or more organized Co-Curricular Activities District 214 central administrative team members utilizes these goals and the School Improvement Plans (SIP) in the development of the District Improvement Plan (DIP). District administrators have worked collaboratively with the Associate Principals for Instruction to identify restructuring plan components that are aligned to the SIP/DIP and will provide additional resources that impact the instructional delivery model within the high school. Restructuring plans have been developed to provide a system of support within the school day for students; increase student accessibility to rigorous coursework, and completion of graduation requirements. This system of support addresses the academic needs of identified student subgroups in order to meet district goals. Additionally, building level teams at the individual schools, consisting of the Principal, Associate Principal for Instruction, Director of Special Education, Assistant Principal for Student Services, Division Heads (Math/Science, Social Studies/Foreign Language, English Fine Arts, PE/Health & Driver's Education and Career Technical Education/English Language Learner) and a representative body of teacher leaders collaborated to restructure curriculum and instruction that meets the demands of the Differentiated Learning model in both literacy and numeracy. Over the past three years, building and district staff have engaged in a vigorous examination of past performance and instructional practice as well as a thorough exploration and evaluation of potential solutions to address our greatest areas of need in reading and math. PLCs, in collaboration with building/district administrators, served as the primary vehicle for the creation of a standards-driven (CRS) curriculum and assessment model that systematically deploys high-yield instructional practices, data-based instructional decision-making, targeted scientifically supported math and reading interventions, as well as a systemic academic and social emotional supports. Moreover, the organizational framework provided by the model has prompted the use of alternative scheduling and instructional delivery approaches such as: - 9th/10th Literacy block- Algebra block (double period)- Pre-Algebra, Algebra and Geometry two-year double block loop- Co-teaching- Priority scheduling of 'at-risk' students The EL classes are taught by certified ESL teachers, so each course has documented content goals and language goals. In addition, the teachers incorporate language supports into the classes, such as word walls, sentence frames, and modeling.

Response from the prior year Consolidated District Plan.

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subgroups in order to meet district goals. Additionally building level teams at the individual schools, consisting of the Principal, Associate Principal for Instruction, Director of Special Education, Assistant Principal for Student Services, Division Heads (Math/Science, Social Studies/Foreign Language, English Fine Arts, PE/Health & Driver's Education and Career Technical Education/English Language Learner) and a representative body of teacher leaders collaborated to restructure curriculum and instruction that meets the demands of the Differentiated Learning model in both literacy and numeracy. Over the past three years, building and district staff have engaged in a vigorous examination of past performance and instructional practice as well as a thorough exploration and evaluation of potential solutions to address our greatest areas of need in reading and math. PLCs, in collaboration with building/district administrators, served as the primary vehicle for the creation of a standards-driven (CRS) curriculum and assessment model that systematically deploys high-yield instructional practices, data-based instructional decision-making, targeted scientifically supported math and reading interventions, as well as a systemic academic and social emotional supports. Moreover, the organizational framework provided by the model has prompted the use of alternative scheduling and instructional delivery approaches such as: - 9th/10th Literacy block- Algebra block (double period)- Pre-Algebra, Algebra and Geometry two-year double block loop- Co-teaching- Priority scheduling of 'at-risk' students The EL classes are taught by certified ESL teachers, so each course has documented content goals and language goals. In addition, the teachers incorporate language supports into the classes, such as word walls, sentence frames, and modeling.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

All teachers in all district schools who teach full time are fully credentialed with appropriate endorsements and/or approval from the ISBE. In the area of special education, building principals are provided with a listing of the areas of certification for all of their certified special education staff members. Principals then work to align teaching assignments to content areas where teachers meet the Highly Qualified Teacher standard. The District 214 Human Resources department is responsible for hiring only highly qualified staff members, both certified and paraprofessionals, as Board of Education Policy 5:190. The Professional Learning department is responsible for the continued in-service and professional growth that enables them to stay effective. The district uses a Board of Education approved late start system that utilizes the power of professional learning communities (PLCs) to build capacity of staff and enable them to work collaboratively to improve the academic performance of all students. This represents a significant level of support and utilization of local resources to change the way that school improvement work is done. Extensive professional development took place to prepare staff for this organizational shift in school improvement. Central to the staff development was the best practice strategies work of leading authorities: - Richard DuFour, Robert Eaker, and Rebecca DuFour - Professional Learning Communities (PLCs)- Rick Stiggins - Assessment OF/FOR Learning- Michael Fullan - Leading Sustainable Change- Douglas Reeves - Standards Based Assessment District 214 teachers participate in weekly late start days in course-alike and content area PLCs to develop interventions for all students at risk for academic failure and specifically the targeted subgroups not meeting standards. The Associate Principals for Instruction and the Director of Professional Learning conducted numerous professional development training sessions for PLC leaders in order to better equip them to effectively lead their colleagues in the new organization structure. Examples include: - Implementation of an "at-risk" referral based academic, behavioral, and socio/emotional intervention program that serves all students and addresses academic deficiencies in all content areas- Increased articulation between content area teachers and ELL and SPED staff- Vertical articulation with sender schools to establish and guarantee the teaching and learning of close critical reading/math skills. Late Start and in-service day professional development activities have focused work on: - Review of performance data on a quarterly basis to target greatest areas of need (data retreats, quarterly PLC leader meetings, Year-end PLC celebration).- Teachers will receive targeted instruction in effective formative and summative assessment (Assessment OF/FOR Learning) practices.- Blueprinting both common and semester exams to applicable College and Career Readiness Standards and Illinois Learning Standards- Incorporate the widespread use of Mastery Manager, a data warehousing system providing immediate and actionable student performance data so teachers can analyze student performance, evaluate curriculum effectiveness and develop timely and effective responses to student learning deficiencies.- Develop a guaranteed and viable curriculum articulated to College and Career Readiness Standards and Illinois Learning Standards- Systemically implement a curriculum (reading/math skills acquisition & executive functioning) in all subject area resource (guided study) rooms. Through the frequent an on-going examination of

student performance data, a tiered system of interventions and supports is systematized both within and outside the classroom. Additionally, each school makes significant investments in staff development in effective formative/summative grading practices to include the creation of common summative exams aligned to key curricular outcomes. Furthermore, Common Summative and Final Exams to begin to evaluate curricular effectiveness (instruction, curriculum and environment) and student performance. Because of this work a system of high yield instructional reading interventions such as KU's Strategic Instructional Model, READ 180 & Reading Plus, and SYSTEM 44 is in place. The schools monitor targeted readers' progress via AIMSweb reading measures and via Mastery Manager to track student growth as well as identify student deficits. Math interventions are more structurally or organizationally focused. For example, the widespread adoption and implementation of the Co-teaching model used most commonly for Algebra courses. Although used in other areas (English and Social Studies), the co-teaching model has both a content-area teacher and interventionist (Special Education teacher) collaboratively delivering the curriculum. Often the co-taught Algebra courses are doubled-blocked thereby providing students more time to master critical content. In addition to the double block, the co-teaching team loops with the most at-risk learners for two years thereby providing the student both the social emotional support as well as the time to master critical content. Finally, the schools implemented Cognitive Tutor for use across the math curriculum. Cognitive Tutor is a web-based math intervention that provides an individualized learning program guided by both teacher selection and continuous student input. Based on the inputs, the program provides students continuous formative feedback thereby helping identify and address student skill deficits. Late Start and in-service day professional development activities focus work on: - Building teacher capacity to successfully apply differentiated instruction strategies (content, process, product) based on student's readiness, interest and learning profile.- Implementing a reflective process that examines student work/results to foster instructional decision making.- Learning the parameters of Differentiated Learning and how it facilitates early intervention in the areas of reading and math.- Targeted training on the implementation of scientifically supported reading intervention (Read 180, Math 180, System 44, Strategic Instruction Model and Reading Plus).- Targeted staff development of scientifically supported math interventions (Cognitive Tutor, Algebra double block, Algebra/Geometry Double Block loop). District 214 is also a partner with Equal Opportunity Schools in order to close the gap in AP course success with low-income and/or minority students.

Response from the prior year Consolidated District Plan.

All teachers in all district schools who teach full time are fully credentialed with appropriate endorsements and/or approval from the ISBE. In the area of special education, building principals are provided with a listing of the areas of certification for all of their certified special education staff members. Principals then work to align teaching assignments to content areas where teachers meet the Highly Qualified Teacher standard. The District 214 Human Resources department is responsible for hiring only highly qualified staff members, both certified and paraprofessionals, as Board of Education Policy 5:190. The Professional Learning department is responsible for the continued in-service and professional growth that enables them to stay effective. The district uses a Board of Education approved late start system that utilizes the power of professional learning communities (PLCs) to build capacity of staff and enable them to work collaboratively to improve the academic performance of all students. This represents a significant level of support and utilization of local resources to change the way that school improvement work is done. Extensive professional development took place to prepare staff for this organizational shift in school improvement. Central to the staff development was the best practice strategies work of leading authorities: - Richard DuFour, Robert Eaker, and Rebecca DuFour- Professional Learning Communities (PLCs)- Rick Stiggins - Assessment OF/FOR Learning- Michael Fullan - Leading Sustainable Change- Douglas Reeves - Standards Based Assessment District 214 teachers participate in weekly late start days in course-alike and content area PLCs to develop interventions for all students at risk for academic failure and specifically the targeted subgroups not meeting standards. The Associate Principals for Instruction and the Director of Professional Learning conducted numerous professional development training sessions for PLC leaders in order to better equip them to effectively lead their colleagues in the new organization structure. Examples include: - Implementation of an "at-risk" referral based academic, behavioral, and socio/emotional intervention program that serves all students and addresses academic deficiencies in all content areas- Increased articulation between content area teachers and ELL and SPED staff- Vertical articulation with sender schools to establish and guarantee the teaching and learning of close critical reading/math skills. Late Start and in-service day professional development activities have focused work on: - Review of performance data on a quarterly basis to target greatest areas of need (data retreats, quarterly PLC leader meetings, Year-end PLC celebration).- Teachers will receive targeted instruction in effective formative and summative assessment (Assessment OF/FOR Learning) practices.- Blueprinting both common and semester exams to applicable College and Career

Readiness Standards and Illinois Learning Standards- Incorporate the widespread use of Mastery Manager, a data warehousing system providing immediate and actionable student performance data so teachers can analyze student performance, evaluate curriculum effectiveness and develop timely and effective responses to student learning deficiencies.- Develop a guaranteed and viable curriculum articulated to College and Career Readiness Standards and Illinois Learning Standards- Systemically implement a curriculum (reading/math skills acquisition & executive functioning) in all subject area resource (guided study) rooms. Through the frequent an on-going examination of student performance data, a tiered system of interventions and supports is systematized both within and outside the classroom. Additionally, each school makes significant investments in staff development in effective formative/summative grading practices to include the creation of common summative exams aligned to key curricular outcomes. Furthermore, Common Summative and Final Exams to begin to evaluate curricular effectiveness (instruction, curriculum and environment) and student performance. Because of this work a system of high yield instructional reading interventions such as KU's Strategic Instructional Model, READ 180 & Reading Plus, and SYSTEM 44 is in place. The schools monitor targeted readers' progress via AIMSWeb reading measures and via Mastery Manager to track student growth as well as identify student deficits. Math interventions are more structurally or organizationally focused. For example, the widespread adoption and implementation of the Co-teaching model used most commonly for Algebra courses. Although used in other areas (English and Social Studies), the co-teaching model has both a content-area teacher and interventionist (Special Education teacher) collaboratively delivering the curriculum. Often the co-taught Algebra courses are doubled-blocked thereby providing students more time to master critical content. In addition to the double block, the co-teaching team loops with the most at-risk learners for two years thereby providing the student both the social emotional support as well as the time to master critical content. Finally, the schools implemented Cognitive Tutor for use across the math curriculum. Cognitive Tutor is a web-based math intervention that provides an individualized learning program guided by both teacher selection and continuous student input. Based on the inputs, the program provides students continuous formative feedback thereby helping identify and address student skill deficits. Late Start and in-service day professional development activities focus work on: - Building teacher capacity to successfully apply differentiated instruction strategies (content, process, product) based on student's readiness, interest and learning profile.- Implementing a reflective process that examines student work/results to foster instructional decision making.- Learning the parameters of Differentiated Learning and how it facilitates early intervention in the areas of reading and math.- Targeted training on the implementation of scientifically supported reading intervention (Read 180, Math 180, System 44, Strategic Instruction Model and Reading Plus).- Targeted staff development of scientifically supported math interventions (Cognitive Tutor, Algebra double block, Algebra/Geometry Double Block loop). District 214 is also a partner with Equal Opportunity Schools in order to close the gap in AP course success with low-income and/or minority students.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards: - The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and -support research, as appropriate to students of all abilities in the grade levels served.- Financial resources for the program's resources and supplies are allocated to meet students' needs.- Students in all grades served have equitable access to library media resources.- The advice of an individual who is certified according to ISBE is sought regarding the overall direction of the program.(Board Policy 6:230)Technology is at the heart of instruction in District 214. Each student receives an iPad, and teachers are trained to use tablet technology in the classroom. Each school library also serves as a tech center, with help desks located within or adjacent to the library space. Digital literacy skills are built through library-supported activities such as MakerSpaces, video production, and virtual reality tools.

Response from the prior year Consolidated District Plan.

The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards: - The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and -support research, as appropriate to students of all abilities in the grade levels served.- Financial resources for the program's resources and supplies are allocated to meet students' needs.- Students in all grades served have equitable access to library media resources.- The advice of an individual who is certified according to ISBE is sought regarding the overall direction of the program.(Board Policy 6:230)Technology is at the heart of instruction in District 214. Each student receives an iPad, and teachers are trained to use tablet technology in the classroom. Each school library also serves as a tech center, with help desks located within or adjacent to the library space. Digital literacy skills are built through library-supported activities such as MakerSpaces, video production, and virtual reality tools.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

The High School District 214 Talent Development Program advocates for high-achieving, highly motivated students, supporting their academic, social, emotional and college and career planning needs. Students enrolled in Advanced Placement courses are automatically opted into this District program. Students who wish to challenge themselves academically and personally may also participate.

Response from the prior year Consolidated District Plan.

The High School District 214 Talent Development Program advocates for high-achieving, highly motivated students, supporting their academic, social, emotional and college and career planning needs. Students enrolled in Advanced Placement courses are automatically opted into this District program. Students who wish to challenge themselves academically and personally may also participate.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

College and Career Readiness

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

X Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

X Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

X Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

X Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools: As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed. College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below. Academic Indicators GPA 2.8 out of 4.0 and one or more of the following benchmarks: Advanced Placement Exam (3+)Advanced Placement Course (A, B, or C)Dual Credit College English and/or math (A, B, or C)College Developmental/Remedial English and/or Math (A, B, or C)Algebra II (A, B, or C)International Baccalaureate Exam (4+)Standardized Testing Benchmarks (minimum score)SAT Exam: Math (530) | Reading and Writing (480) ACT Exam: (18) | Reading (22) | Science (23) | Math (22)College Readiness Placement Assessment (determined by post-secondary institution)Additional Factors that Contribute to College Success Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II. Career Ready Indicators Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Cluster Identified and two or more of the following benchmarks: 90% Attendance 25 hours of Community Service Workplace Learning Experience Industry Experience Dual Credit Career Pathway Course Two or more organized Co-Curricular Activities

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

(a) A summer school "Bridge" program is provided for academically at-risk students. An additional summer school program titled, "Bridge to EL" is provided for at-risk ELL students. These students receive supplementary language instruction during the program. Bridge courses are intended to prepare students for a smooth transition to high school or to the next school year, with a focus on English and/or Math. These include courses such as Bridge to High School, Bridge to English Language, Bridge to International Newcomer Academy and Bridge to Honors Math. (b) High school students will have access to earn early college credit (AP, Dual Credit, etc.). Students will also have access to workplace learning experiences, which are extended

educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

Response from the approved prior year Consolidated District Plan.

(a) A summer school program titled "Bridge to High School" is provided for academic at-risk students. An additional summer school program titled, "Bridge to EL" is provided for at-risk ELL students. These students receive supplementary language instruction during the program. This aids in the transition from middle grades to high school. (b) High school students will have access to earn early college credit (AP, Dual Credit, etc.). Students will also have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

NOTE: If not applicable because district serves only grades K-8, enter Elementary District

Career and Technical Education prepares students for high-skill, high wage careers that are in demand in the modern workforce. District 214 has aligned core and elective coursework, extracurricular activities, and student experiences around career pathways to help students self-identify and prepare for their post-secondary career goals. The District has created the District 214 Career Pathway Booklet, a supplemental resource to the academic handbook which focuses on the alignment of curriculum, extra curricular opportunities, and external career experiences to the 16 nationally recognized career clusters. This supplement has been designed to serve as a communication and planning tool between staff, students, and families to aid students in self-identifying and preparing for their post-secondary plans. District 214's Center for Career Discovery facilitates the development and coordination of customized, authentic learning experiences which provide opportunities to support students' skill development, decision-making, post-secondary goals and future career path. These experiences provide students the opportunity to observe and engage with professionals in their typical work setting; learn specific job tasks of the person they work alongside; gain insight into the career planning process; identify potential career opportunities with possible majors of study; develop critical thinking competencies and problem solving abilities; and have the opportunity to improve the ability to communicate, including developing and utilizing networking skills. From internships to micro-internships to community-based supported work sites, all students have access to workplace learning experiences which aligns with their individual career interests, passions, and needs.

Response from the approved prior year Consolidated District Plan. Career and Technical Education prepares students for high-skill, high wage careers that are in demand in the modern workforce. District 214 has aligned core and elective coursework, extracurricular activities, and student experiences around career pathways to help students self-identify and prepare for their post-secondary career goals. The District has created the District 214 Career Pathway Booklet, a supplemental resource to the academic handbook which focuses on the alignment of curriculum, extra-curricular opportunities, and external career experiences to the 16 nationally recognized career clusters. This supplement has been designed to serve as a communication and planning tool between staff, students, and families to aid students in self-identifying and preparing for their post-secondary plans. District 214's Center for Career Discovery facilitates the development and coordination of customized, authentic learning experiences which provide opportunities to support students' skill development, decision-making, post-secondary goals and future career path. These experiences provide students the opportunity to observe and engage with professionals in their typical work setting; learn specific job tasks of the person they

work alongside; gain insight into the career planning process; identify potential career opportunities with possible majors of study; develop critical thinking competencies and problem solving abilities; and have the opportunity to improve the ability to communicate, including developing and utilizing networking skills. From internships to micro-internships to community-based supported work sites, all students have access to workplace learning experiences which aligns with their individual career interests, passions, and needs.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Professional Development - Highly Prepared and Effective Teachers and School Leaders Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

X Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

X Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

X Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

X Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Students are College Ready if they meet either the following academic or standardized testing benchmarks: - GPA 2.8 out of 4.0 and one of the following: - Advanced Placement exam (3+)- Advanced Placement Course (A, B, or C)- Dual Credit College English and/or Math (A, B, C)- Developmental English/Math Proficiency- Algebra II Proficiency- ACT Exam: (18) / Reading (22) / Science (23) / Math (22)- SAT Exam: Math (530) / Reading and Writing (480)- Local College-Level Requirements Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Cluster Identified and two or more of the following benchmarks: - 90% attendance- 25 hours of community services- Workplace learning experience- Industry credential- Dual credit career pathway course- 2+ organized co-curricular activities

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by the program as applicable. * [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

The following professional development strategies and activities are planned that address the needs and interests of Title I school staff: - Staff will work collaboratively and in an interdisciplinary fashion, especially team teaching partners in the areas of Special Education and ELL.- Staff will regularly review performance data to target greatest areas of need.- Staff will incorporate the widespread use of Mastery Manager to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.- Staff will use student work and assessment data to inform instruction and create appropriate interventions.- Staff will identify students who are struggling academically and initiate and implement RtI support protocols.- Staff will develop/implement curricular/extra-curricular supports for social-emotional learning. The private schools are invited to participate in speaker events and other workshops where applicable.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Title II funds will be used for professional development activities in math, science, reading, college readiness, and integration of technology into the classroom, in order to improve instruction and student learning. The following professional development strategies and activities are planned that address the needs and interests of the entire staff: - Staff will attend weekly Professional Learning Community (PLC) meetings.- Staff will work collaboratively and in an interdisciplinary fashion, especially team-teaching partners in the areas of Special Education and ELL.- Staff will regularly review performance data to target greatest areas of need.- Staff from each department will attend monthly committee meetings, focused on developing a culture of literacy, engaging students in the digital age, and directly instructing reading strategies across all content areas. - Staff from each department will regularly attend vertical articulation meetings with sender schools.- Staff will continue to develop formative and summative assessments aligned to the Common Core Learning Standards, ILS, NGSS and SAT.- Staff will incorporate the widespread use of Mastery Manager to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.- Staff will use student work and assessment data to inform instruction and create appropriate interventions.- Staff will identify students who are struggling academically and initiate and implement RtI support protocols.- Staff will develop/implement curricular/extra-curricular supports for social-emotional learning.The private schools are invited to participate in speaker events and other workshops where applicable.

G. Title III - LIEP

A lead teacher works with teacher teams to analyze student reading data from the STAR reading assessment as well as the iLit reading intervention. In addition to working with the teachers, Pearson and Renaissance have helped discuss trends, concerns, and improvements to their assessment systems and how we can better utilize modules within them to utilize lexile data for customized student interventions.

H. Title III - ISEP

In order to support our immigrant students, we will provide professional development on a variety of issues that affect our students, including trafficking, social work resources, classroom interventions, and instructional supports.

I. Title IV, Part A - Student Support and Academic Enrichment

Not providing.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Professional development opportunities are provided for staff through our cooperative, NSSEO. Additional professional development for special education staff include training for Math 180, STAR Math and Reading, System 44, PBIS, PREpare training, speakers from Lurie's Children's Center on prominent topics in mental health and special education, legal updates, and travel and registration for state and national conferences. The private schools are invited to participate in speaker events and other workshops where applicable.

L. IDEA, Part B - Preschool

M. Elementary and Secondary School Emergency Relief Grant II

ESSER funds are used for teacher professional development as outlined in our Learning Renewal Plan. Professional development is around curriculum compacting, social/emotional learning, and supporting student mental health.

N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

ESSER funds are used for teacher professional development as outlined in our Learning Renewal Plan. Professional development is around curriculum compacting, social/emotional learning, and supporting student mental health.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

* Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; IDEA, Part B Preschool; ESSER II; and/or ESSER III

Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

X Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

X Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

X Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

X Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools: As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed. College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below. Academic Indicators GPA 2.8 out of 4.0 and one or more of the following benchmarks: Advanced Placement Exam (3+) Advanced Placement Course (A, B, or C) Dual Credit College English and/or math (A, B, or C) College Developmental/Remedial English and/or Math (A, B, or C) Algebra II (A, B, or C) International Baccalaureate Exam (4+) Standardized Testing Benchmarks (minimum score) SAT Exam: Math (530) | Reading and Writing (480) ACT Exam: (18) | Reading (22) | Science (23) | Math (22) College Readiness Placement Assessment (determined by post-secondary institution) Additional Factors that Contribute to College Success Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II. Career Ready Indicators Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Cluster Identified and two or more of the following benchmarks: 90% Attendance 25 hours of Community Service Workplace Learning Experience Industry Experience Dual Credit Career Pathway Course Two or more organized Co-Curricular Activities

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment

ii. reduce the overuse of discipline practices that remove students from the classroom [1]

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

District 214 has extensive board policy and administrative procedures regarding bullying and harassment. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of situations listed in board policy 7_180 - Prevention of and Response to Bullying, Intimidation, and Harassment. Each year, building discipline data is compiled by subgroup and submitted to the state. It is also analyzed to ensure that there is no overuse of discipline practices that remove students from the classroom.

Response from the prior year Consolidated District Plan. District 214 has extensive board policy and administrative procedures regarding bullying and harassment. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of situations listed in board policy 7_180 - Prevention of and Response to Bullying, Intimidation, and Harassment. Each year, building discipline data is compiled by subgroup and submitted to the state. It is also analyzed to ensure that there is no overuse of discipline practices that remove students from the classroom.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3] (42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

Township High School District 214 provides services for students who find themselves in a Homeless situation. The level of support is dependent on the specific needs of the student. Assistance with securing community and health care services, academic support, supplies, and transportation are examples of some of the services provided. At times, expedited evaluations for special education have also been conducted. Coordination between the Associate Superintendent for Student Services responsible for the McKinney-Vento grant is district-wide. District 214 currently identified one Social Worker in each of the six buildings to coordinate homeless delivery of services. Our major focus is assisting our Homeless students and to identify and mitigate barriers to their access to and success in school.

Response from the prior year Consolidated District Plan.

Township High School District 214 provides services for students who find themselves in a Homeless situation. The level of support is dependent on the specific needs of the student. Assistance with securing community and health care services, academic support, supplies, and transportation are examples of some of the services provided. At times, expedited evaluations for special education have also been conducted. Coordination between the Associate Superintendent for Student Services responsible for the McKinney-Vento grant is district-wide. District 214 currently identified one Social Worker in each of the six buildings to coordinate homeless delivery of services. Our major focus is assisting our Homeless students and to identify and mitigate barriers to their access to and success in school.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0002 - ELK GROVE HIGH SCHOOL	X				04/07/2022
0004 - JOHN HERSEY HIGH SCHOOL			X		
0005 - PROSPECT HIGH SCHOOL			X		
0006 - WHEELING HIGH SCHOOL	X				04/07/2022
0007 - ROLLING MEADOWS HIGH SCHOOL	X				04/07/2022
0008 - BUFFALO GROVE HIGH SCHOOL			X		
3001 - The Academy at Forest View		X			
3004 - YOUNG ADULT PROGRAM			X		
3005 - VANGUARD SCHOOL		X			

3006 - NEWCOMER CENTER	X
3007 - SIGWALT CLS CENTER	X

Title I Specific Requirements - Part Two Instructions

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

X Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to address in historic inequities.

X Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

X Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

X High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools: 1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed. College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below. Academic Indicators GPA 2.8 out of 4.0 and one or more of the following benchmarks: - Advanced Placement Exam (3+)- Advanced Placement Course (A, B, or C)- Dual Credit College English and/or math (A, B, or C)- College Developmental/Remedial English and/or Math (A, B, or C)- Algebra II (A, B, or C)- International Baccalaureate Exam (4+) Standardized Testing Benchmarks (minimum score) - SAT Exam: Math (530) | Reading and Writing (480)- ACT Exam: (18) | Reading (22) | Science (23) | Math (22)- College Readiness Placement Assessment (determined by post-secondary institution) Additional Factors that Contribute to College Success: Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Cluster Identified and two or more of the following benchmarks: - 90% Attendance- 25 hours of Community Service- Workplace Learning Experience- Industry Experience- Dual Credit Career Pathway Course- Two or more organized Co-Curricular Activities District 214 central administrative team members utilizes these goals and the School Improvement Plans (SIP) in the development of the District Improvement Plan (DIP). District administrators have worked collaboratively with the Associate Principals for Instruction to identify restructuring plan components that are aligned to the SIP/DIP and will provide additional resources that impact the instructional delivery model within the high school. Restructuring plans have been developed to provide a system of support within the school day for students; increase student accessibility to rigorous coursework, and completion of graduation requirements. This system of support addresses the academic needs of identified student subgroups in order to meet district goals. Additionally, building level teams at the individual schools, consisting of the Principal, Associate Principal for Instruction, Director of Special Education, Assistant Principal for Student Services, Division Heads (Math/Science, Social Studies/Foreign Language, English Fine Arts, PE/Health & Driver's Education and Career Technical Education/English Language Learner) and a representative body of teacher leaders collaborated to restructure curriculum and instruction that meets the demands of the Differentiated

Learning model in both literacy and numeracy. Over the past three years, building and district staff have engaged in a vigorous examination of past performance and instructional practice as well as a thorough exploration and evaluation of potential solutions to address our greatest areas of need in reading and math. PLCs, in collaboration with building/district administrators, served as the primary vehicle for the creation of a standards-driven (CRS) curriculum and assessment model that systematically deploys high-yield instructional practices, data-based instructional decision-making, targeted scientifically supported math and reading interventions, as well as a systemic academic and social emotional supports. Moreover, the organizational framework provided by the model has prompted the use of alternative scheduling and instructional delivery approaches such as: - 9th/10th Literacy block- Algebra block (double period)- Pre-Algebra, Algebra and Geometry two-year double block loop- Co-teaching- Priority scheduling of 'at-risk' students.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d). * (Section 1112(b)(3)) Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

*If the district does not have any schools identified as comprehensive or targeted, enter **no schools identified under this part***

The school district develops an annual educational fund budget and concomitant program areas budgets that will sustain the strategies and activities identified in this and each school's action plan. In addition to the ESSA Consolidated Title Grants, the district will be funding professional development throughout each year of the action plan. ESSA Consolidated Title Grants and other federal funds: Title I, Part A, Improving the Academic Achievement of the Economically Disadvantaged Title II, Part A, Teacher and Principal Training and Recruiting Fund Title III/LIPLESPerkins/CTEIDEA Teaching and Learning has facilitated revision of the District Improvement Plan by providing collaborative planning opportunities, timeline delineation, data analysis, and staff support. Teaching and Learning will support implementation of each school's action plan. Each action plan includes specific objectives supported by strategies and activities for student learning, professional staff development, and parental involvement. These efforts include the following district improvement planning team members and support activities:- Research and Evaluation- Assist schools in interpretation of student performance data- Implement and support Redefining Ready District 214 College and Career Readiness Indicators- Technology Services- Assist schools with Infinite Campus student data management system- Assist schools with Infinite Campus - Campus Instruction portal- Assist schools with Compass Learning- Professional Learning- Provide schools with staff development relative to the District and School Improvement Plans- ELL Program- Assist schools with ELL funding and curriculum development that incorporates Illinois English Language Learner and SAT college readiness standards, and principles of best practice with elements of the Sheltered Instruction Observation Protocol (SIOP).- Assist schools with providing parent involvement activities, coordinate parent/adult services, and social outreach services for newcomer parents in the ELL program.- Student Services- Assist schools with instructional strategies for special education students- Grants- Assist district and schools with Consolidated Title funding, and obtaining external funds to support the initiatives in each of the plans- Career and Technical Education- Assist schools with instructional strategies related to college and career readiness, and Career Pathway development Research and Evaluation is providing schools with analysis of student performance data derived from standardized assessments. This department will also provide technical assistance for Mastery Manager, District 214's web-based test management system. This system is being implemented to address school improvement efforts. Mastery Manager will analyze student performance of teacher-made formative and summative assessments. Technology Services has implemented Infinite Campus, District 214's student information system. Infinite Campus is capable of providing the tracking and monitoring of student progress through the creation of specialty queries. This system enhances data access for staff with an integrated system that includes a web-based dashboard for quick access to reporting. In addition, this department supports Infinite Campus – Campus Instruction, a web-based student progress supporting system. Through online access in Infinite Campus - Parent Portal, parents can obtain current information relative to courses or programs and ongoing academic progress of their children. Support for Compass Learning will help ensure schools can provide an additional tutoring and practice venue for skills areas in mathematics and reading. The technology support from these two departments, consequently, will enable school improvement teams to focus on strategies and activities to improve student learning. In addition, staff, students and parents can access current information. District 214 provides a coordinated "late start" school schedule that supports implementation of Professional Learning Communities (PLCs). This allows a regular schedule of formal meeting time where teachers share "best practice" strategies and develop Smart Goals based on the analysis of student work. Teachers align curriculum to SAT

College Readiness Standards and Illinois Learning Standards and incorporate social emotional learning standards. They design units of study, create curriculum guides, develop common formative and summative assessments, and examine student work leading to adjustments in instruction. Each school has designed a School Improvement Plan with strategies and activities related to professional development. The Department of Professional Learning will continue to provide financial support and training to help schools accomplish their objectives in their School Improvement Plan. Professional Learning will provide the following: Plan and Coordinate Programs; Disseminate Professional Resources; Support Professional Growth; Evaluate Staff Development Effectiveness; and Design, Facilitate, and Support Training Programs. As a result of outside expert review and based on reform recommendations, District 214 is now providing additional financial and staff support for its Special Education and English Language Learner Programs.

Re-display of the approved response from the prior year Consolidated District Plan.

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Development Effectiveness; and Design, Facilitate, and Support Training Programs. As a result of outside expert review and based on reform recommendations, District 214 is now providing additional financial and staff support for its Special Education and English Language Learner Programs.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? * (Section 1112(b)(5))

Yes

No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4)) Measures of Poverty from 1113(5)(A) and (B)

School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5)) Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Student Strategies and Activities 1. Students will experience a curriculum aligned to Illinois Learning Standards (ILS), College Readiness Standards (CRS), SAT, and Illinois English Language Learning Standards (IELLS). 2. Students will experience formative and summative assessments aligned to ILS, CRS, SAT, and IELLS. 3. Student strategies and activities are supported as part of a sustaining Educational Programs budget. 4. Student strategies and activities are supported as part of Title I, II, and Title III funding. 5. Target student groups will experience increased explicit, individualized and self-paced reading and mathematics instruction using a response to intervention approach.

Re-display of the approved response from the prior year Consolidated District Plan.

Student Strategies and Activities 1. Students will experience a curriculum aligned to Illinois Learning Standards (ILS), College Readiness Standards (CRS), SAT, and Illinois English Language Learning Standards (IELLS). 2. Students will experience formative and summative assessments aligned to ILS, CRS, SAT, and IELLS. 3. Student strategies and activities are supported as part of a sustaining Educational Programs budget. 4. Student strategies and activities are supported as part of Title I, II, and Title III funding. 5. Target student groups will experience increased explicit, individualized and self-paced reading and mathematics instruction using a response to intervention approach.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

Professional Development Strategies and Activities1. Staff will receive professional training in high yield instructional strategies, including differentiated instruction.2. Staff will receive professional training in the use of computer-assisted instruction focused on basic reading and mathematics skills.3. Staff will receive professional training in curriculum alignment and unit design.4. Staff will receive professional training in the design, and use of formative and summative assessments and implement the Assessment for Learning "Seven Strategies for Learning" program.5. Staff will be provided with a regular schedule of formal meeting time where professional learning teams (PLTs/PLCs) examine student work, focus on the details of their lessons, and adjust them on the basis of assessment results and scientifically research-based interventions.6. Staff will receive professional training and support for their use of the web-based Infinite Campus - Campus Instruction portal for student progress reporting, the web-based assessment tool Mastery Manager, the Infinite Campus Student Information System and the Compass Learning course completion and credit recovery program.

Re-display of the approved response from the prior year Consolidated District Plan.

Professional Development Strategies and Activities1. Staff will receive professional training in high yield instructional strategies, including differentiated instruction.2. Staff will receive professional training in the use of computer-assisted instruction focused on basic reading and mathematics skills.3. Staff will receive professional training in curriculum alignment and unit design.4. Staff will receive professional training in the design, and use of formative and summative assessments and implement the Assessment for Learning "Seven Strategies for Learning" program.5. Staff will be provided with a regular schedule of formal meeting time where professional learning teams (PLTs/PLCs) examine student work, focus on the details of their lessons, and adjust them on the basis of assessment results and scientifically research-based interventions.6. Staff will receive professional training and support for their use of the web-based Infinite Campus - Campus Instruction portal for student progress reporting, the web-based assessment tool Mastery Manager, the Infinite Campus Student Information System and the Compass Learning course completion and credit recovery program.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required Field

IDEA Specific Requirements

If IDEA funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Coordinated Funding page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

X Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

X Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

X Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

X Students are College Ready if they meet either the following academic or standardized testing benchmarks: - GPA 2.8 out of 4.0 and one of the following: - Advanced Placement exam (3+) - Advanced Placement Course (A, B, or C) - Dual Credit College English and/or Math (A, B, C) - Developmental English/Math Proficiency - Algebra II Proficiency - ACT Exam: (18) / Reading (22) / Science (23) / Math (22) - SAT Exam: Math (530) / Reading and Writing (480) - Local College-Level Requirements Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Career Cluster Identified and two or more of the following benchmarks: - 90% attendance - 25 hours of community services - Workplace learning experience - Industry credential - Dual credit career pathway course - 2+ organized co-curricular activities

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

District 214 and NSSEO cooperative's needs assessment documents information in meeting the standards for individualized programming of students with special needs. Additionally, D214 conducted an internal needs assessment with staff. Areas of growth include training in using technology to increase student independence, behavior management, effective interventions and understanding of UDL and strategies for differentiated curriculum. These identified topics are areas of commitment among district leadership groups. The behavior component of the RtI (PBIS) approach infuses the social emotional learning standards in which the district utilizes strategies to reduce its risk factors associated with student school dropout and mental health hospitalizations is mentioned in the needs assessment. Areas from the needs assessment that are funded through IDEA include autism and related disorders; career life skills and vocational education; an individualized resource program; and, assistive technology.

Response from the approved prior year Consolidated District Plan.

District 214 and NSSEO cooperative's needs assessment documents information in meeting the standards for individualized programming of students with special needs. Additionally, D214 conducted an internal needs assessment with staff. Areas of growth include training in using technology to increase student independence, behavior management, effective interventions and understanding of UDL and strategies for differentiated curriculum. These identified topics are areas of commitment among district leadership groups. The behavior component of the RtI (PBIS) approach infuses the social emotional learning standards in which the district utilizes strategies to reduce its risk factors associated with student school dropout and mental health hospitalizations is mentioned in the needs assessment. Areas from the needs assessment that are funded through IDEA include autism and related disorders; career life skills and vocational education; an individualized resource program; and, assistive technology.

2. Summarize the activities and programs to be funded within the grant application. *

District 214's Assistant Superintendent for Student Services coordinates with the Executive Director of Northwest Suburban Special Education Organization (NSSEO) to provide a continuum of services for students with special needs district-wide. IDEA funds are used to provide several services to students in the District 214 education program. Autism and Related Disorders This program supports staff and helps students on the autism spectrum learn the skills, acquire the knowledge, and develop the behaviors necessary to reach their full potential as citizens who can meet the challenges of a changing society. Students included are those who experience any of the characteristics of autism to a degree that their education is being adversely impacted. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Career Life Skills Program This program provides students with significant cognitive delays an opportunity for academic, vocational, and social growth in a regular high school environment. The district program located at John Hersey High School includes

self-contained classes, integration into regular classes, extensive independent living, and vocational skill development. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Individualized Resource (I.R.) This cross categorical program provides a unique educational approach to meet the special needs of identified students who exhibit learning disabilities, cognitive delays, and/or behavior disorders. The learning disabilities portion of the I.R. program provides services to students who show serious educational deficiencies that are associated with such factors as perceptual impairment, severe learning disorders, and neurological impairment. The cognitive disabilities portion of the IR program provides services to student who exhibit a cognitive delay and adaptive functioning impairments. The emotional disorder portion of the I.R. program provides services to students who exhibit problems in social/emotional growth and academic achievement to the extent that they are unable to make academic progress. The I.R. program for individual students may include some self-contained classes, integration into the regular classes, and resource room assistance. Each high school in the district will offer a continuum of services. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Professional development opportunities are also provided to staff. Public Special Education Facility (NSSEO) Students are recommended for placement in public facilities when an eligibility review conference determines that the local district cannot meet the unique special educational needs of the student. An example of a public facility is Samuel A. Kirk School (NSSEO). The District utilizes 20% of IDEA funds for NSSEO tuition. NSSEO also provides and/or coordinates professional development opportunities for our District special education staff. The Academy at Forest View This is an alternative special educational experience for students with a disability whose progress in the traditional high school has been disrupted by significant emotional or behavioral problems. The aim of the program is to give students an opportunity to deal with these challenges through a therapeutic approach while continuing their progress toward a high school diploma. They will continue to be included in the home school as much as their individual needs dictate. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Professional development opportunities are also provided to staff. Transition/Vocational Program Students with disabilities may be recommended for vocational/ career development experiences commensurate with their potential where such experience will enhance their employability. Special education staff members coordinate the services in determining eligibility and assisting in the job placement processes. Transitional services are an integral part of every special education student's I.E.P. starting at age fourteen (14). IDEA funds are used for Job Placement Specialists (similar to an Instructional Assistant, but focused on developing career skills) and 1:1 aides for students needing additional supports at a worksite or classroom-based workplace learning experience. Assistive Technology Under the Individuals with Disabilities Act (IDEA) Amendments of 1997, the team that develops an individual education program (IEP) for a child must consider whether the child requires assistive technology devices and services. Assistive technology services directly assist a student with a disability in the selection, acquisition or use of an assistive technology device. Assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of a student with disability. IDEA helps supplement assistive technology needs within the district, particularly around educational software subscriptions that help special education students academically advance.

Response from the approved prior year Consolidated District Plan.

District 214's Assistant Superintendent for Student Services coordinates with the Executive Director of Northwest Suburban Special Education Organization (NSSEO) to provide a continuum of services for students with special needs district-wide. IDEA funds are used to provide several services to students in the District 214 education program. Autism and Related Disorders This program supports staff and helps students on the autism spectrum learn the skills, acquire the knowledge, and develop the behaviors necessary to reach their full potential as citizens who can meet the challenges of a changing society. Students included are those who experience any of the characteristics of autism to a degree that their education is being adversely impacted. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Career Life Skills Program This program provides students with significant cognitive delays an opportunity for academic, vocational, and social growth in a regular high school environment. The district program located at John Hersey High School includes self-contained classes, integration into regular classes, extensive independent living, and vocational skill development. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Individualized Resource (I.R.) This cross categorical program provides a unique educational approach to meet the special needs of identified students who exhibit learning disabilities, cognitive delays, and/or behavior disorders. The learning disabilities portion of the I.R. program provides services to students who show serious educational deficiencies that are associated with such factors as perceptual impairment, severe learning disorders, and neurological impairment. The cognitive disabilities portion of the IR program provides services to student who exhibit a cognitive delay and adaptive functioning impairments. The emotional disorder portion of the I.R. program provides services to

students who exhibit problems in social/emotional growth and academic achievement to the extent that they are unable to make academic progress. The I.R. program for individual students may include some self-contained classes, integration into the regular classes, and resource room assistance. Each high school in the district will offer a continuum of services. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Professional development opportunities are also provided to staff. Public Special Education Facility (NSSEO) Students are recommended for placement in public facilities when an eligibility review conference determines that the local district cannot meet the unique special educational needs of the student. An example of a public facility is Samuel A. Kirk School (NSSEO). The District utilizes 20% of IDEA funds for NSSEO tuition. NSSEO also provides and/or coordinates professional development opportunities for our District special education staff. The Academy at Forest View This is an alternative special educational experience for students with a disability whose progress in the traditional high school has been disrupted by significant emotional or behavioral problems. The aim of the program is to give students an opportunity to deal with these challenges through a therapeutic approach while continuing their progress toward a high school diploma. They will continue to be included in the home school as much as their individual needs dictate. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Professional development opportunities are also provided to staff. Transition/Vocational Program Students with disabilities may be recommended for vocational/ career development experiences commensurate with their potential where such experience will enhance their employability. Special education staff members coordinate the services in determining eligibility and assisting in the job placement processes. Transitional services are an integral part of every special education student's I.E.P. starting at age fourteen (14). IDEA funds are used for Job Placement Specialists (similar to an Instructional Assistant, but focused on developing career skills) and 1:1 aides for students needing additional supports at a worksite or classroom-based workplace learning experience. Assistive Technology Under the Individuals with Disabilities Act (IDEA) Amendments of 1997, the team that develops an individual education program (IEP) for a child must consider whether the child requires assistive technology devices and services. Assistive technology services directly assist a student with a disability in the selection, acquisition or use of an assistive technology device. Assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of a student with disability. IDEA helps supplement assistive technology needs within the district, particularly around educational software subscriptions that help special education students academically advance.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

There have not been changes in the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There have not been changes in the scope or nature of services from the prior fiscal year.

*Required Field

Overview

*****NOTE: This plan section is not required for the Department of Juvenile Justice*****

PROGRAM:	Foster Care Transportation Plan
PURPOSE:	To comply with ESSA requirements for educational stability for students in foster care
REQUIRED FOR:	All Illinois school districts and state-authorized charter schools
RESOURCES:	ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014 US Department of Education (USDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)

Educational Stability Requirements (Effective October 7, 2008)

Public Act 099-0781 (effective 8/12/2016)

USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)

Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section)

ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school- sponsored activities, including curriculum-related trips.

Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route

2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS. REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

*******NOTE: This page is not required for the Department of Juvenile Justice*******

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Johnson	Marni	Associate Superintendent of Student Services	marni.johnson@d214.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Hansen	Nicole	Purchasing, Transportation, and Business Services	nicole.hansen@d214.org

X Click here to add information for other personnel involved in the plan development.

3. Other personnel

Last Name	First Name	Position/Title	Email
Zipp	Marcella	Director of Grants and Special Programs	marcella.zipp@d214.org

Click here to add information for additional other personnel.

*Required field

Best Interest Determination as it relates to School Stability

*****NOTE: This page is not required for the Department of Juvenile Justice*****

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. If additional staff members are needed to meet the student requirements, additional assignments will be made as necessary. The POC will work in the best interest of the student to ensure that all educational requirements are being met. The POC will work with the POC on the appropriateness of the current educational setting. Factors considered in determining whether the child remains in the school of origin include: - How long is the placement expected to last and what is the permanent plan?- How many schools has the child attended this year? The past few years?- How strong is the child academically? Which school does the child prefer and why?- Does the child have siblings placed in the school?- Does the child have positive peer relationships? Connections to staff?- Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?- How would the length of commute impact the child?- Does the youth have any anxieties about the upcoming move or life changes?- Are there any safety issues to consider? The District will ensure that students in foster care needing transportation to the school of origin will promptly receive transportation in a cost effective manner and in accordance with section 674(4)(A) of title 42; and ensure that, if there are additional costs incurred in providing transportation to maintain students in foster care in their schools of origin, the District will provide transportation to the school of origin if: - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; - The local educational agency agrees to pay for the cost of such transportation; or- The local educational agency and the local child welfare agency agree to share the cost of such transportation. The POC will work with the child welfare agency to: - Coordinate with the corresponding child welfare agency to implement Title I provisions; - Lead the

development of a process for making the best interest determinations; - Document the best interest determination; - Facilitate the transfer of records and immediate enrollment; - Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols; - Develop and coordinate local transportation procedures; and, - Manage best interest determinations and transportation cost disputes.

Response from the approved prior year Consolidated District Plan.

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. If additional staff members are needed to meet the student requirements, additional assignments will be made as necessary. The POC will work in the best interest of the student to ensure that all educational requirements are being met. The POC will work with the POC on the appropriateness of the current educational setting. Factors considered in determining whether the child remains in the school of origin include: - How long is the placement expected to last and what is the permanent plan?- How many schools has the child attended this year? The past few years?- How strong is the child academically? Which school does the child prefer and why?- Does the child have siblings placed in the school?- Does the child have positive peer relationships? Connections to staff?- Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?- How would the length of commute impact the child?- Does the youth have any anxieties about the upcoming move or life changes?- Are there any safety issues to consider? The District will ensure that students in foster care needing transportation to the school of origin will promptly receive transportation in a cost effective manner and in accordance with section 674(4)(A) of title 42; and ensure that, if there are additional costs incurred in providing transportation to maintain students in foster care in their schools of origin, the District will provide transportation to the school of origin if: - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; - The local educational agency agrees to pay for the cost of such transportation; or- The local educational agency and the local child welfare agency agree to share the cost of such transportation. The POC will work with the child welfare agency to: - Coordinate with the corresponding child welfare agency to implement Title I provisions; - Lead the development of a process for making the best interest determinations; - Document the best interest determination; - Facilitate the transfer of records and immediate enrollment; - Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols; - Develop and coordinate local transportation procedures; and, - Manage best interest determinations and transportation cost disputes.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

Students who have a disability under IDEA and students with a disability under Section 504 and are in foster care will be entitled to transportation services in the same manner as all other students in the school district, with additional consideration given to preventing an interruption to the student's education or services as determined by the IEP or 504 plan. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff (including the special education team), the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. The need for consistency must be considered when making a determination in the best interest of the student, as well as the individual needs of the student and the educational program each district can provide.

Response from the approved prior year Consolidated District Plan.

Students who have a disability under IDEA and students with a disability under Section 504 and are in foster care will be entitled to transportation services in the same manner as all other students in the school district, with additional consideration given to preventing an interruption to the student's education or services as determined by the IEP or 504 plan. In addition to

regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff (including the special education team), the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. The need for consistency must be considered when making a determination in the best interest of the student, as well as the individual needs of the student and the educational program each district can provide.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

Students who are English learners and in foster care have rights under Title IV and the equal education opportunity act of 1974 to receive a meaningful and equal education program. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. The need for consistency must be considered when making a determination in the best interest of the student, as well as the individual needs of the student and the educational program each district can provide.

Response from the approved prior year Consolidated District Plan.

Students who are English learners and in foster care have rights under Title IV and the equal education opportunity act of 1974 to receive a meaningful and equal education program. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. The need for consistency must be considered when making a determination in the best interest of the student, as well as the individual needs of the student and the educational program each district can provide.

4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

Dispute resolution involves meeting with or communicating with impacted parties to determine needs. The child welfare agency or foster parent would appeal to the District's Assistant Superintendent of Student Services who will serve as the dispute mediator if the need should arise. If a disagreement arises, educators discuss multiple solutions with all stakeholders and determine the best course of action. The District will make every effort to resolve the dispute. The final decision will be made by the child welfare agency if a resolution cannot be agreed upon. The student's school placement will remain the school of origin until a final determination is made. If the decision for the student is to not return to their school of origin is disputed, the committee will convene to hear arguments in favor of the student returning to the school of origin. During the time that the dispute is being settled, the student will be transported to the school of origin. If there is a dispute in transportation costs, the district transportation department will provide a detailed summary of expenses to the POC. Any disputes over costs shown on invoice will be brought before a neutral moderator to determine fairness of expenses. Any dispute of transportation costs will not interfere with transportation services provided to foster care students.

Response from the approved prior year Consolidated District Plan.

Dispute resolution involves meeting with or communicating with impacted parties to determine needs. The child welfare agency or foster parent would appeal to the District's Assistant Superintendent of Student Services who will serve as the dispute mediator if the need should arise. If a disagreement arises, educators discuss multiple solutions with all stakeholders and determine the best course of action. The District will make every effort to resolve the dispute. The final decision will be made by the child welfare agency if a resolution cannot be agreed upon. The student's school placement will remain the school of origin until a final determination is made. If the decision for the student is to not return to their school of origin is disputed, the committee will convene to hear arguments in favor of the student returning to the school of origin. During the time that the dispute is being settled, the student will be transported to the school of origin. If there is a dispute in transportation costs, the district transportation department will provide a detailed summary of expenses to the POC. Any disputes over costs shown on invoice will be brought before a neutral moderator to determine fairness of expenses. Any dispute of transportation costs will not interfere with transportation services provided to foster care students.

Transportation Plan Development

*******NOTE: This plan section is not required for the Department of Juvenile Justice*******

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

When a student is placed in foster care or changes residence while in foster care, the child welfare agency staff member assigned to the student shall notify the student's serving school. If the student moves to a new residence and is not in the same district, the foster care POC is notified and invited to participate in a Best Interest Determination meeting. The child welfare agency employee, foster care POC, and other essential members of the Best Interest Determination meeting share information on the appropriateness of the current educational setting. The child welfare agency should take into account this information and the distance from potential placements to the student's current school in the decision making process. If the decision from the Best Interest Determination meeting is that the student will remain in the current school, the foster care POC notifies the district of origin designee, who then assists the child welfare agency employee in arranging transportation for the student to and from the student's school of origin. In the District, transportation staff work with the serving school and student services staff to ensure that the student is transported to the school they will be attending. Also included when determining a transportation plan is student safety, the duration of the need of the student, the maturity of the student, any behavior or emotional issues of the student, and the impact of transportation on co-curricular activities.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the child welfare agency staff member assigned to the student shall notify the student's serving school. If the student moves to a new residence and is not in the same district, the foster care POC is notified and invited to participate in a Best Interest Determination meeting. The child welfare agency employee, foster care POC, and other essential members of the Best Interest Determination meeting share information on the appropriateness of the current educational setting. The child welfare agency should take into account this information and the distance from potential placements to the student's current school in the decision making process. If the decision from the Best Interest Determination meeting is that the student will remain in the current school, the foster care POC notifies the district of origin designee, who then assists the child welfare agency employee in arranging transportation for the student to and from the student's school of origin. In the District, transportation staff work with the serving school and student services staff to ensure that the student is transported to the school they will be attending. Also included when determining a transportation plan is student safety, the duration of the need of the student, the maturity of the student, any behavior or emotional issues of the student, and the impact of transportation on co-curricular activities.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe

The District utilizes taxis through approved providers if it is warranted for the student's educational plan or other agreed upon circumstance. School bus routes are available if the student is within the school zone. If the student is outside of the school zone, a cab can be utilized. Public transportation is also provided if it is available in the student's residential area. Route-to-route handoffs may be used where one of our high school campus' is the switching point.

- i. Other - describe

Other areas that are part of the transportation plan include student safety, school schedule, co-curricular activities, and travel time. As a general guideline, a student transportation route to or from school does not exceed 45 minutes. If a student participates in co-curricular activities, transportation options are available.

- j. Other – describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

The student placement is the primary factor considered when placing a student on a transportation route. Title I funds may be used if transportation is not comparable to that provided for homeless students. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). If state (special education)/federal (IDEA, Title I, Title IV) funding does not cover the costs to transport the student, local funding resources are utilized.

Response from the approved prior year Consolidated District Plan.

The student placement is the primary factor considered when placing a student on a transportation route. Title I funds may be used if transportation is not comparable to that provided for homeless students. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). If state (special education)/federal (IDEA, Title I, Title IV) funding does not cover the costs to transport the student, local funding resources are utilized.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

It is recognized that both the District and the child welfare agency will act with the best interests of the student in mind. However, since both parties are approaching the issue from different perspectives, disputes will sometimes occur. In the event of a dispute regarding the transportation of a student in foster care the, District administrative guidelines for disputes will be followed. Meetings between DCFS and school staff will be held to best understand the needs of the student. In the event that a resolution is not determined between the two parties, the superintendent or designee would make the recommendation on behalf of the district. The child welfare agency has the final determination on the child's best interest. The District will be responsible for the transportation while the dispute is being resolved.

Response from the approved prior year Consolidated District Plan.

It is recognized that both the District and the child welfare agency will act with the best interests of the student in mind. However, since both parties are approaching the issue from different perspectives, disputes will sometimes occur. In the event of a dispute regarding the transportation of a student in foster care the, District administrative guidelines for disputes will be followed. Meetings between DCFS and school staff will be held to best understand the needs of the student. In the event that a resolution is not determined between the two parties, the superintendent or designee would make the recommendation on behalf of the district. The child welfare agency has the final determination on the child's best interest. The District will be responsible for the transportation while the dispute is being resolved.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

The District of the school of origin will be responsible for the transportation while all disputes are being resolved. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved per the Illinois School Board of Education.

Response from the approved prior year Consolidated District Plan.

The District of the school of origin will be responsible for the transportation while all disputes are being resolved. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved per the Illinois School Board of Education.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

The District's student information system (Infinite Campus/IC) has a tab (under program participation) that lists start and end date of the student in foster care. Included is the school of origin. There is a transportation tab in IC that lists the transportation the student is receiving. Student information in IC is accessible to school personnel including: school secretaries and assistants, administrative assistants in the District central office, classroom teachers, and administrators and coordinators of transportation. In the event school personnel become aware of a student who is eligible for such services, they are to inform the Assistant Principal for Student Services in their building who will then take the steps necessary to initiate the transportation planning process. School staff hold weekly (administrators) and monthly (support staff) meetings to provide student updates, including transportation.

Response from the approved prior year Consolidated District Plan.

The District's student information system (Infinite Campus/IC) has a tab (under program participation) that lists start and end date of the student in foster care. Included is the school of origin. There is a transportation tab in IC that lists the transportation the student is receiving. Student information in IC is accessible to school personnel including: school secretaries and assistants, administrative assistants in the District central office, classroom teachers, and administrators and coordinators of transportation. In the event school personnel become aware of a student who is eligible for such services, they are to inform the Assistant Principal for Student Services in their building who will then take the steps necessary to initiate the transportation planning process. School staff hold weekly (administrators) and monthly (support staff) meetings to provide student updates, including transportation.

*Required field

Board Approval, Certification, and Assurances

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable. Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or

- c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
 8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
 9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
 12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
 13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
 14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
 15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website. v01.2021

Grant Application Certifications and Assurances

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/commission/jcar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.

9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.

10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.

12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200

14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990

(42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;

- c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
- d) Properly post all expenditures made on behalf of the project;
- e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
- f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
- g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
- h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
- i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
- j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors' workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the
 - A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors' policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and

4) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

v1.2021

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.

2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v1.2019

Certification Regarding Lobbying

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37 "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

v1.2021

GEPA 442 Assurances Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency. "AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;

3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;

6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;

7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;

8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;

9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v1.2021

Assurances

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

Assurances for all covered programs

Grant Application Certifications and Assurances (State Assurances)

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions

Certification Regarding Lobbying

GEPA 442 Assurances

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Submit

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Application was created on: 3/18/2022

Assurances

Consistency Check was run on: 6/6/2022

District Data Entry Submit to Administrator

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Application History(Read Only)

Status Change	UserId	Action Date
Consistency Check	mmreca	06-06-2022 11:22 AM

Page Review Status

X Expand All

Consolidated District Plan	Page Status	Open Page
Contact Information	OPEN	
Needs Assessment and Programs	OPEN	
Plan Specifics		
Needs Assessment Impact	OPEN	
Stakeholders	OPEN	
Private Schools Participation	OPEN	
Preschool Coordination	OPEN	
Student Achievement	OPEN	
College and Career	OPEN	
Professional Development	OPEN	
Safe Learning Environment	OPEN	
Title I Specific Pages		
Title I Specific - Part One	OPEN	
Title I Specific - Part Two	OPEN	
IDEA Specific Requirements	OPEN	
Foster Care Transportation		
Foster Care Plan Contacts	OPEN	

BID - School Stability	OPEN
Foster Care Transportation Plan	OPEN
Assurance Pages	
Plan Assurances	OPEN
State Assurances	OPEN
Debarment	OPEN
Lobbying	OPEN
GEPA 442	OPEN
Assurances Text	OPEN
Assurances	OPEN

Selectable Application Print

The application has been locked. No more updates will be saved for the application.

Request Print Job

Consolidated District Plan

Requested Print Jobs

Requested by mmreca on 6/6/2022

Completed Print Jobs

Completed - mmreca on 6/6/2022 12:04:15 PM

ITEM: 2022-095
DATE: 06/09/2022
FILE: Policy

SUBJECT: Board of Education Policy Manual Revisions – PRESS Edition

BACKGROUND

One of the goals of the Board of Education and administration for the 2007-08 school year was to conduct a comprehensive review the District 214 Board of Education Policy Manual. After researching possible methods to accomplish a thorough review, the Board agreed to work with the Illinois Association of School Boards (IASB) for a complete review and revision of Board policies. A working group met over the course of five months to review and revise each policy for District 214. The IASB consultant met with the Board of Education on June 30, 2008 to present the revised Policy Manual at a Board Workshop. The Board of Education approved the new manual on August 7, 2008.

In addition to the comprehensive review, the District 214 Board of Education is using the Policy Reference Education Subscription Service (PRESS) of IASB to keep the policy manual up to date. This resource provides the legal rationale and references for suggested policy revisions to assist the Board in focusing on their leadership role while complying with state and federal law.

ADMINISTRATIVE CONSIDERATION

The IASB Policy Reference Manual provides a system for regular updating of policies to ensure legal compliance and provides cross-referencing of related policies and the legal references. Every policy is reviewed at least once every five years or as a result of state or federal, Illinois School Code, or Illinois School Board of Education regulation or rule changes. The administration also makes recommendations for policy revisions as needed. Additionally, the Board is required by School Code to review select policies either annually or biennially.

RECOMMENDATION

That the Board of Education approve the recommended policy revisions from PRESS and administration as presented:

2:230	4:70	5:80	6:80	6:140
6:230	6:290	7:15	7:190	7:270
7:285				

Five Year Review:

3:70	5:70	5:110	5:140	5:240
6:70	6:330			

Document Status: Draft Update

Board of Education

2:230 Public Participation at Board of Education Meetings and Petitions to the Board

During ~~At~~ each regular and special open meeting of the Board, any person may comment to or ask questions of the Board (*public participation*), subject to the reasonable constraints established and recorded in this policy's guidelines below. While the Board listens carefully, the Board practice is not to respond to public questions or comments during a meeting. If requested, a written response will be provided.

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. This includes following the directives of the Board President to maintain order and decorum for all.
2. Sign-in prior to the start of the meeting.
- ~~3. Citizens may address the Board on non-agenda items during the Public Comments agenda item. Citizens may also comment on discussion items following discussion by the Board and action items prior to the Board vote. The Board respectfully requests that citizens not use a specific student or staff member's name when addressing the Board.~~
- ~~4.~~ 3. Identify oneself and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to three minutes. In unusual circumstances, and when an individual has made a request to speak for a longer period of time, the Board President may allow a person to speak for more than three minutes. If several citizens would like to address the Board on the same topic, the Board President may limit the time to two minutes per person. If multiple individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.
- ~~5.~~ 4. Observe, when necessary and appropriate, the Board President's authority to:
 - a. ~~Shortening of~~ the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak; and/or
 - b. ~~Determination of~~ procedural matters regarding public participation not otherwise covered in Board policy.
- ~~6.~~ 5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, *Visitors to and Conduct on School Property*.

Written correspondence to the Board shall be presented as soon as practicable through the Executive Administrative Assistant to the School Board and Superintendent.

LEGAL REF.:

105 ILCS 5/10-6 and 5/10-16.

105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

~~Adopted: August 15, 2019~~

Document Status: Draft Update

4:70 Resource Conservation

The Superintendent shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in the School Code, if economically and practically feasible.
3. Adherence to energy conservation measures.

Standards for Green Cleaning

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program.

LEGAL REF.:

105 ILCS 5/10-20.19c and 5/19b.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs)

~~ADOPTED August 24, 2017~~

Document Status: Draft Update

5:80 Court Duty

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

~~The District will pay full salary during the time an employee is absent due to court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any school-related matter pending in court.~~

The stipend received by an employee for jury duty will be retained by the employee. The employee will not be reimbursed by the District for travel or other expenses for jury duty.

An employee should give at least five days' prior notice of pending court duty to the District.

Witness Duty

~~The District will pay full salary during the time a licensed employee is absent due to a subpoena to serve as a witness in a trial or have a deposition taken in any school-related matter pending in court.~~^{Q1}

Jury Duty

~~The District will pay full salary during the time a licensed employee is absent due to jury duty.~~^{Q2}

LEGAL REF.:

105 ILCS 5/10-20.7.

705 ILCS 305/4.1, Jury Act.

Document Status: Draft Update

6:80 Teaching About Controversial Issues

The Board of Education authorizes the Superintendent to establish guidelines, procedures, and safeguards for an unbiased, impartial handling of controversial issues in the classroom.

Preparation for Teaching Controversial Issues

It is important that prior to its presentation in the classroom any issue or materials considered to be controversial by the administration should be examined in order to ascertain its appropriateness. Occasionally, classroom discussion may lead to a controversial item for which prior consideration was not given. This type of situation must be handled carefully. Although teachers should not necessarily avoid discussing such issues, they must comply with District procedures.

Movies and Films

Films rated "NC-17" and "X" by the Motion Picture Industry of America are considered unsuitable for presentation in the classroom, on field trips, and in any school-related activity.

LEGAL REF.

Garcetti v. Ceballos, 547 U.S. 410 (2006).

Mayer v. Monroe Cnty. Cmty. Sch. Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 6:40 (Curriculum Development), District 214 Student and Parent Handbook

Document Status: Draft Update

6:140 Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A *homeless child* is defined as provided in the McKinney Homeless Assistance Act and the ~~Ill.~~ Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the ~~appropriate~~ Intermediate Service Center ~~Executive Director~~ [PRESSPlus1](#) and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.:

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 45/, Education for Homeless Children Act.

~~McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq.~~

~~105 ILCS 45/1 et seq.~~

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

WORKING DRAFT

6:230 LIBRARY MEDIA PROGRAM

The main objective of the District's library media program is to provide students and faculty with a wide range of materials on all levels of difficulty in a variety of formats, with diversity of appeal and allowing for the presentation of many different points of view and meet the needs of the students and faculty served.

The Superintendent or their designee shall manage the District's library media program to comply with (a) State law and Illinois State Board of Education rule and (b) the following standards:

1. The library media program shall include an organized collection of materials available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Students in all grades served have equitable access to library media materials.
3. The advice of an individual who is qualified according to ISBE rules is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and media literacy, programming and displays, and structuring the work of library staff.
5. Students may freely select library media center materials, as well as receive guided selection of materials appropriate to specific, planned learning experiences.

The Board of Education subscribes in principle to the statements of policy on library philosophy as expressed in the [American Library Association's Library Bill of Rights](#).

The Board of Education shall delegate to the Superintendent or designee the authority and responsibility for selection of library materials in all formats. Responsibility for actual selection rests with professionally trained librarians using the selection criteria in this Policy.

Materials selected for the library media program shall also meet the following criteria:

1. Be intended for a young adult audience.
2. Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected;
3. Incorporate accurate and authentic factual content from authoritative sources;
4. Exhibit a high degree of potential user appeal and interest;
5. Represent differing viewpoints on controversial issues;
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society;

7. Include a variety of materials in physical and virtual formats, including print and non-print resources such as electronic and multimedia (subscription databases and other online products, ebooks, audiobooks, and other forms of emerging technologies); and
8. Have favorable reviews in professional review periodicals and other professional selection sources, including the American Library Association book awards and lists,
9. and/or favorable recommendations based on preview and examination of materials by professionally trained personnel according to ISBE rules.

Materials for the library media program will be continually reevaluated in relation to evolving curriculum, new formats of materials, new instructional methods, and the current needs of students and faculty. Materials that no longer meet these needs or are in poor condition will be removed. Lost or worn materials of lasting value may be replaced. Decisions to deselect or weed materials will be made by the librarians.

Despite the careful selection of library materials, displays, and programs by qualified professionals, objections to library materials, displays, or programs may occur. Any parent/guardian of a student in the District may raise concerns about their school's library materials, displays, and programs at their assigned school. Concerns should first be addressed through informal discussions between the complainant and the building administration. The complainant will be contacted to discuss their concerns and the administration in collaboration with the librarian will listen to the concerns and attempt to resolve the matter informally.

If the concern is not resolved a parent or guardian may make a written request that their child may not check out a particular material. Each parent or guardian has the right to determine the appropriateness of materials and programs for their children and should accord the same right to other families. A parent may complete a Request for Reconsideration Form.

CROSS REF.: 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials) LEGAL REF:

[23 Ill.Admin.Code §1.420\(o\)](#).

Document Status: Draft Update

6:290 Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:

1. Is used to introduce, reinforce and apply concepts, principles, and skills;
2. Is of appropriate frequency and length, and does not become excessive, according to the best educational interests of the student;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is not assigned for disciplinary purposes.

Missed Homework

Students absent for a valid cause may make up missed homework in a reasonable timeframe per policy 7:70, Attendance and Truancy.

CROSS REF.: District 214 Student and Parent Handbook, 7:70 (Attendance and Truancy)

ADOPTED: April 18, 2013

REVISED: December 10, 2015; August 24, 2017

Document Status: Draft Update

7:15 Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in ~~Board of Education~~ policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified ~~and regardless of~~ who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical

examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act ([20 U.S.C. §1400 et seq.](#)).
3. Is administered pursuant to the District's co-curricular drug and alcohol testing program (see [Policy 7:240, Conduct Code for Participants in Co-Curricular Activities](#)).
4. Is otherwise authorized by Board of Education policy.

Prohibition on Selling or Marketing Students' Personal Information Is Prohibited [PRESSPlus1](#)

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's "personal information" to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.

4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Transfer of Rights

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.:

[20 U.S.C. §1232h](#), Protection of Pupil Rights Act.

~~105 ILCS 5/10-20.38~~

~~325 ILCS 17/~~ Children's Privacy Protection and Parental Empowerment Act ~~PA 93-462~~

~~105 ILCS 5/10-20.37~~

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 7:130 (Student Rights and Responsibilities), 7:240 (Conduct Code for Participants in Co-Curricular Activities), 7:300 (Co-Curricular Athletics)

ADOPTED: September 12, 2013

REVISED: January 5, 2017; January 18, 2018

Students

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 1. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).

2. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
3. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
4. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
5. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
6. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
7. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
8. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

1. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
2. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or

bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

3. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
4. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
5. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
6. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
7. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
8. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
9. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
10. Entering school property or a school facility without proper authorization.
11. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
12. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
13. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

14. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
15. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
16. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
17. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
18. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to

drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

~~Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill. Admin. Code §§ 1.280, 1.285](#)), and the District's procedure(s).~~

Isolated Time Out, Time Out, and Physical Restraint

The use of isolated time out, time out, and/or physical restraint, as defined in 105 ILCS 5/10-20.33 and 23 Ill. Admin. Code § 1.285, by School District staff is prohibited.

"Isolated time out" or "time out" does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

"Restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to prevent a student from completing an act that would result in potential physical harm to the student or another or damage to property.

The District will prioritize the use of positive behavior supports and crisis de-escalation strategies to address student behavior. If a student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm, the District may contact emergency responders for assistance.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the

student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, Ill. Sept. of State Police (ISP), and any involved student's parent/guardian. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent; Building Principal; Assistant Building Principal; or Division Head for Student Success, Safety and Wellness is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated
by Reference: 7:190-AP4, (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. §6081, Pro-Children Act of 1994.

20 U.S.C. §7961 *et seq.*, Gun Free Schools Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.33, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7, and 5/31-3.

105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

23 Ill.Admin.Code §§1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property), District 214 Student and Parent Handbook

ADOPTED: August 24, 2017

REVISED: January 18, 2018; January 17, 2019; March 21, 2019; August 5, 2020; January 20, 2022, **June 2, 2022**

Township High School District 214

Document Status: Draft Update

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an Ill. Food Allergy Emergency Action Plan and Treatment Authorization Form, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as

defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of the opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined by State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building principal or designee and/or his or her corresponding school nurse shall maintain the names of the personnel who have received a statement or certification pursuant to State law.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical*

cannabis infused product to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.

3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Alcoholism and Other Drug Abuse Dependency Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act, ~~and scheduled to be repealed on July 1, 2020.~~

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540](#).

CROSS REF.: [District 214 Student and Parent Handbook, 7:285 \(Food Allergy Anaphylaxis Prevention, Response, and Management Program\)](#)

~~District 214 Student and Parent Handbook~~

ADOPTED: December 11, 2014

REVISED: December 10, 2015; September 1, 2016; March 21, 2019; August 15, 2019; December 12, 2019

Document Status: Draft Update - Rewritten

7:285 Anaphylaxis Prevention, Response, and Management Program

Title has been updated. Original Title: Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis.[PRESSPlus1](#) Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency.[PRESSPlus2](#) Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.[PRESSPlus3](#)

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.[PRESSPlus4](#)
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.[PRESSPlus5](#)
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.[Q1](#)
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.[PRESSPlus6](#)
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.[PRESSPlus7](#)
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring[PRESSPlus8](#)

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy at

least once every three years by conducting a review and reevaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its reevaluation and assessment of this policy's outcomes and effectiveness. Any updates will reflect any necessary and appropriate revisions.

LEGAL REF.:

105 ILCS 5/2-3.182, 5/10-22.39(e), and 5/22-30.

23 Ill.Admin.Code §1.540.

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

General School Administration

Succession of Authority

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and submitted to the School Board.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

General Personnel

Religious Holidays

The Superintendent shall grant an employee's request for time off to observe a religious holiday if the employee gives at least five days' prior notice and the absence does not cause an undue hardship.

Employees may use earned vacation time or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

LEGAL REF.: 775 ILCS 5/2-101 and 5/2-102, Ill. Human Rights Act.
 775 ILCS 35/155, Religious Freedom Restoration Act.

General Personnel

Recognition for Service

The School Board will periodically recognize those District employees who contribute significantly to the educational programs and welfare of the students.

General Personnel

Solicitations By or From Staff

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent.

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

Professional Personnel

Suspension

Suspension Without Pay

The School Board may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District. Administrative staff members may not be suspended without pay as a disciplinary measure.

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or Administrative Procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any State or federal law that relates to the employee's duties; and
- Other sufficient causes.

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

Suspension With Pay

The Board or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

The Superintendent shall meet with the employee to present the allegations and give the employee an opportunity to refute the charges. The employee will be told the dates and times the suspension will begin and end.

Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended by DCFS, proceeding with:

- a. A suspension with pay; or
- b. A suspension without pay.

Repayment of Compensation and Benefits

If a professional employee is suspended with pay, either voluntarily or involuntarily, pending the outcome of a criminal investigation or prosecution, and the employee is later dismissed as a result of his or her criminal conviction, the employee must repay to the District all compensation and the value of all benefits received by him or her during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 105 ILCS 5/24-12.
5 ILCS 430/5-60(b), State Officials and Employee Ethics Act.
325 ILCS 5/7.4(c-10), Abused and Neglected Child Reporting Act.
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).
Barszcz v. Cmty College Dist. No. 504, 400 F.Supp. 675 (N.D. Ill. 1975).
Massie v. East St. Louis Sch. Dist. No.189, 203 Ill.App.3d 965 (5th Dist. 1990).

CROSS REF.: 5:290 (Employment Termination and Suspensions)

Instruction

Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religion, religious belief, or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.: School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963).
Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 (1989).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

Instruction

Achievement and Awards

[High school and unit districts only]

Grade Point Average, Class Rank, and Class Honor Roll

The Superintendent shall maintain a uniform process for secondary schools to calculate, on at least a yearly basis, each student's grade point average and class rank, as well as an honor roll for each class.

[All districts]

Awards and Honors

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the School Board's prior approval.

ITEM: 2022-096
DATE: June 9, 2022
FILE: Food Service

Subject: **National School Lunch Program**

BACKGROUND INFORMATION:

After two years of participation in federally assisted meal programs to provide emergency feeding to students, aged 1-18, in the community, the programs are coming to an end.

Unfortunately, the Senate Omnibus Appropriations bill of March 2022, failed to extend pandemic child nutrition waivers, and the supplemental funding, for school meals programs for the 2022-23 School Year. These emergency pandemic child nutrition waivers kept school meal programs financially afloat by reimbursing free meals to all students at a higher rate to account for rising food, supply and labor costs.

ADMINISTRATIVE CONSIDERATIONS:

After much review, noting trends in participation and financial viability, it is recommended that District 214 opt out of the National School Lunch Program (NSLP) for the 2022-23 school year.

Opting out of the National School Lunch Program provides more flexibility while continuing to provide free and reduced meals, to those eligible; processing applications using Federal income guidelines. The district will continue to participate in the USDA funded Special Milk Program, obtaining reimbursement for milk served, therefore, we will still be able to provide Title I and E-rate eligibility information for programs. Food and Nutrition Services is in the process of finalizing a focused, cost effective, menu with several daily specials and a variety of options our students have come to expect.

Communication regarding the impact of meal program waivers discontinuation has been ongoing with district administration. Food and Nutrition Services will communicate with the D214 community to prepare for the upcoming changes in offerings, new menu items and daily specials, to generate excitement for the upcoming year.

Should there be a turn in events and these program waivers be extended, it would be highly encouraged that the district recommits to participation the USDA National School Lunch Program for SY 2022-23; and a new recommendation would be presented.

RECOMMENDED ACTION:

It is recommended that the District opt out of the National School Lunch Program while remaining in the Special Milk program in order to maintain the variety and flexibility in our program to continue to meet the needs of the district and our students.

Date: May 16, 2022
To: Cathy Johnson, Associate Superintendent of Finance and Operations
From: Christine Frole, Director of Food and Nutrition Services
Subject: National School Lunch Program Opt Out Continuation Recommendation Rationale 22-23

In school year 2020-21, after six years out of federally assisted meal programs and in response to the pandemic, the District joined in participation of the USDA Summer Food Service Program to provide emergency feeding to our students in the community (ages 1-18). All meals were free to families and reimbursed by the USDA.

On April 20, 2021, the USDA extended several free meal service flexibilities through June 30, 2022. In school year 2021-22, the District participated in the USDA Seamless Summer Option allowing all students to be eligible for free meals, regardless of family income, with the USDA reimbursing the District for all meals served.

Unfortunately, the Senate Omnibus Appropriations bill of March 2022, failed to extend pandemic child nutrition waivers for school meal programs for the 2022-23 School Year. When classes end on May 27, 2022 and waivers expire on June 30, 2022, the USDA will no longer provide the higher Summer Food Service Program reimbursement rates, or extend the broad regulatory flexibility our programs have relied on for the last two years. These emergency waivers kept school meal programs financially afloat by reimbursing free meals to all students at a higher rate to account for rising food, supply and labor costs. Without the USDA waivers in the federal meal programs, it will be difficult to manage supply chain disruptions, labor shortages and rapidly escalating costs; all to remain viable to support our students.

However, if these program waivers are extended, I highly recommend the District continue in the USDA National School Lunch Program in SY 2022-23.

After much review, noting trends in participation and conversations with staff and Administration, I am recommending all District 214 schools opt out of the National School Lunch Program (NSLP) for the 2022-23 school year.

Opting out of the National School Lunch Program provides more flexibility and allows us to get back to a “new normal”, so as not to disrupt school food culture regarding our offerings and school fundraising efforts. We will continue to provide free and reduced meals, to those eligible, processing applications using Federal income guidelines. The district will continue to participate in the USDA funded Special Milk Program, obtaining reimbursement for milk served, therefore, we will still be able to provide Title I and E-rate eligibility information for programs. My staff and I are also in the process of finalizing a focused cost effective menu with several daily specials and a variety of options our students have come to expect.

The District made the decision to opt out of the National School Lunch Program beginning July 1, 2014, due to the stricter meal and snack guidelines mandated by the USDA. Food and Nutrition Services has provided a quarterly budget update to keep the Board apprised of the effects of that decision.

Communication regarding the impact of meal program waivers discontinuation has been ongoing with district administration. Food and Nutrition Services will communicate with the D214 community to

prepare for the upcoming changes in offerings, new menu items and daily specials, to generate excitement.

After six years off the program, Food and Nutrition Services is optimistic for 2022-23; Food and Nutrition Services is committed to serving nutritious meals and snacks while maintaining the variety to keep students satisfied.

Should there be a turn in events and these program waivers be extended, it would be highly encouraged that the district recommits to participation the USDA National School Lunch Program for SY 2022-23; and a new recommendation would be presented.

ITEM: 2022-097
DATE: June 9, 2022
FILE: Finance

SUBJECT: Illinois Municipal Retirement Fund Obligation

BACKGROUND INFORMATION:

The Illinois Municipal Retirement Fund (IMRF) system covers non-certified staff expected to work 600 or more hours annually. Currently, the District's IMRF participants' payroll is approximately \$36 million.

The District's IMRF Unfunded Actuarial Accrued Liability (UAAL) increases at approximately 7.25% yearly. Due to the current economic conditions, the IMRF rate of return is expected to drop. If District 214 pays down a portion of the UAAL, it helps to offset the loss in interest IMRF has sustained, and help to reduce our IMRF rate from substantially increasing.

During 2021-22, District 214 had a beneficial year within the insurance arena. The District has determined that it would be financially responsible to pay down a portion of the UAAL, which is anticipated to reduce both the compounding of the UAAL and the District's IMRF Employer Payroll Rate for future years.

ADMINISTRATIVE CONSIDERATIONS:

By paying down up to \$8 million of the UAAL liability utilizing a portion of current fund balance, the District is anticipated to reduce both the compounding of the UAAL and the District's IMRF Employer Payroll Rate in future years.

RECOMMENDED ACTION:

The Board of Education approve the recommended pay down of the IMRF Unfunded Actuarial Accrued Liability (UAAL) in the amount of up to \$8 million prior to June 30, 2022.

ITEM: 2022-098
DATE: June 9, 2022
FILE: Capital Projects Program

Subject: JHHS - Orchestra Room Riser Infill Bid

BACKGROUND INFORMATION:

The Orchestra Room at JHHS is inefficient in its layout and risers to accommodate the student population for that space. In order to make any improvements to the room, all the flooring as well as the risers in the room needs to be infilled. The base bid includes demolition and infill of the existing risers flooring throughout the space.

ADMINISTRATIVE CONSIDERATIONS:

Bids were received after newspaper advertisement. Additionally, bids were sent to 6 vendors.

<u>Vendor</u>	<u>Bid</u>
Edwin Anderson Construction (Bensenville, IL)	\$176,400
Efaim Carlson and Son, Inc. (Libertyville, IL)	\$177,000
F.H. Paschen (Chicago, IL)	\$159,900
Schaefges Brothers (Wheeling, IL)	\$168,477

The total of recommended Bid is \$159,900.

RECOMMENDED ACTION:

The Board of Education accept the bid from F.H. Paschen, Chicago, IL in the amount of \$159,900 for infill work in the Orchestra Room at JHHS.

The Board hereby authorizes its Superintendent or designee to approve and execute contracts on behalf of the Board for services related to the Project, and to approve and execute change orders.

With respect to change orders that necessitate an increase in the cost of contracts by 10% or more, or which will change the time of completion by a total of 30 days or more, the Board hereby authorizes its Superintendent or designee to make the written determinations required by 720 ILCS 5/33E-9, that: (1) the circumstances said to necessitate the change in performance were not reasonably foreseeable at the time the contract was signed, or (2) the change is germane to the original contract as signed, or (3) the change order is in the best interest of the District and is authorized by law.

ITEM: 2022-099
DATE: June 9, 2022
FILE: Budget

Subject: Approval of 2022-23 Tentative Budget and Establishment of Date for Public Hearing

BACKGROUND INFORMATION:

The School Code requires that a budget be prepared in tentative form; that a tentative budget is made available for public inspection at least 30 days prior to final action; that at least one public hearing be held; and that a budget be adopted in its final form prior to the end of the first quarter of the fiscal year.

ADMINISTRATIVE CONSIDERATIONS:

The 2022-23 Tentative Budget is a reflection of the budgetary guidelines/assumptions established by the Board on March 17, 2022. The tentative budget represents a balanced operating budget. The administration will comply with the state budget format when placing the tentative budget on public display. The tentative budget may be modified as more information becomes available. Fiscal year 2023 will continue to require close monitoring while navigating through the Evidence-Based Funding formula, the state's financial condition, and the effects of the pandemic.

RECOMMENDED ACTION:

1. That the Board of Education approve the tentative budget for 2022-23;
2. That the Secretary be directed to place the tentative 2022-23 budget substantially in the form presented on public display from July 25, 2022, through August 25, 2022;
3. That the administration be directed to convert the program budget to the State budget format for public display prior to July 25, 2022;
4. That the Board call for a public hearing on the proposed budget to be held at 7:00 p.m. on the night of August 25, 2022;
5. That the Secretary be directed to publish notice, on July 25, 2022, of the availability of the tentative budget for inspection and the hour, date, and place of the public hearing.

Att.

NOTICE OF PUBLIC HEARING

Notice is hereby given by the Board of Education of Township High School District 214, in the County of Cook, State of Illinois, that the tentative budget for said school district for the fiscal year beginning July 1, 2022, will be on file and conveniently available for public inspection during regular business hours at 2121 South Goebbert Road, Arlington Heights, Illinois, in this school district from and after 8:00 o'clock a.m. on the 25th day of July, 2022. Notice is further hereby given that a public hearing on said budget will be held on the 25th day of August 2022, at the Forest View Educational Center, 2121 S. Goebbert Road, Arlington Hts, IL, in Township High School District 214 at the Board of Education meeting which begins at 7:00 o'clock p.m.

Dated this 9th day of June, 2022

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 214
IN THE COUNTY OF COOK
STATE OF ILLINOIS
CATHY JOHNSON
SECRETARY

**TOWNSHIP HIGH SCHOOL DISTRICT 214
2121 S. GOEBBERT ROAD
ARLINGTON HEIGHTS, ILLINOIS 60005**

**TENTATIVE
BUDGET
2022-2023**

**Cathy Johnson
Associate Superintendent for Finance & Operations**

TOWNSHIP HIGH SCHOOL DISTRICT 214

TENTATIVE BUDGET 2022-23

TABLE OF CONTENTS

<u>DOCUMENTS</u>	<u>PAGES</u>
BUDGET GUIDELINES AND ASSUMPTIONS	2 – 3
BUDGET SUMMARY	4
REVENUE BY SOURCE	5
REVENUE BY PROGRAM	6 - 8
EXPENDITURES BY OBJECT	9
EXPENDITURES BY PROGRAM	10 – 15
ACCOUNT NUMBER STRUCTURE	16

The Board of Education approved the 2022-23 Budget Guidelines and Assumptions in March 2022

REVENUE

- The projected Equalized Assessed Valuation (EAV) for 2021 is approximately \$10 billion. In 2020, the EAV was \$10.2 billion and in 2019 it was \$10 billion.
- Next year's overall tax receipts are based on the Consumer Price Index (CPI), the estimated new growth to the tax base, the impact of tax caps, and refunds.
- The Consumer Price Index (CPI) reported as of December 31, 2021 is 7%.
- During 2022-23, it is anticipated that interest rates on investments continue to remain low. District 214 continues to receive less interest income based on market trends.
- Property taxes provide approximately 83% of total revenues, making it the district's largest source of revenue in FY2023.
- Administration will continue to explore and review revenue options.

ENROLLMENT

- The two-year cohort survival enrollment projections will be used in calculations for enrollment related budget allocations. The enrollment report projects a slight enrollment decrease for 2022-23.

SALARIES

- Education Association (EA) employee base salaries will increase based on the current agreement.
- Custodial Maintenance Association (CMA) employee base salaries will increase based on the current agreement.
- The Educational Support Personnel (ESP) employee rates will increase based on the current agreement.
- The Food Service employee base salaries generally increase by CPI.
- Administrator and supervisor employee salaries will increase based on the current agreement.

STAFFING

Education Association (EA) Staffing

- The staffing calendar identifies the dates that staffing decisions are scheduled. As specific staffing decisions are made, adjustments will be incorporated in the budget.
- For the purposes of the development of the preliminary 2022-23 budget, staffing will be determined based on estimated student enrollment, program needs, and funding sources.
- Preliminary staffing recommendations will be determined during the staffing process. Recommendations on staffing adjustments will be made at that time.
- Review and plan for reallocation, attrition, and efficiency of operations based on program needs and funding sources. At this time, 36 EA staff will retire at the end of the 2022-23 school year.

Custodial Maintenance Association (CMA) Staffing

- Review and plan for reallocation, attrition, and efficiency of operations based on program needs and funding sources. At this time, 1 CMA staff member will retire at the end of the 2022-23 school year.

Educational Support Personnel (ESP) Staffing

- Review and plan for reallocation, attrition, and efficiency of operations based on program needs and funding sources. At this time, 9 ESP staff will retire at the end of the 2022-23 school year.

Administrators/Supervisors

- Review and plan for reallocation, attrition, and efficiency of operations based on program needs and funding sources. At this time, 6 Administrators and 8 Supervisors will retire at the end of the 2022-23 school year.

BENEFITS / INSURANCE

- Insurance rates continue to be unstable. A 6% increase in property, casualty, and health insurance rates are expected in 2023. Insurance rules and regulations may be enacted which may cause potential changes to occur. Unemployment claims have decreased.

BUDGET ADJUSTMENTS

- In general, line items for purchased services, supplies, and equipment will be frozen. Some line items may be increased based on current economic conditions such as utilities, gas, and postage.
- There is a need to continue cost containment initiatives as the 2022-23 budget is prepared.

TUITION INCENTIVE PROGRAM (TIP)

- In 2022-23, per the Education Association contract, professional development will be funded based on the current agreement.

SPECIAL EDUCATION

- 2022-23 NSSEO tuition costs and programs are projected to increase. Final NSSEO program costs will reflect necessary changes.

CAPITAL PROJECTS PROGRAM (CPP)

- Approved capital projects will be included in the budget.

TECHNOLOGY

- Technology Services is anticipating continued replacement and updates of equipment and applications during 2022-23.

TRANSPORTATION

- Transportation is estimated to be budgeted at a 7% - 8% increase based on contracts, fuel costs and usage
- Transportation revenues are expected to remain low due to both reductions in the tax levy and state aid.
- New Transportation software can potentially unlock additional medicaid reimbursement opportunities.

TRANSFERS, LOANS, AND ACCOUNTING RECOMMENDATIONS

- Transfer from Working Cash to Capital Projects and Debt Service to help fund future construction projects and bond obligations.
- Transfer from Operations and Maintenance to Capital Projects to help fund construction projects.
- Due to the potential delay in local and state revenues, additional inter-fund loans may be recommended to address cash flow needs.

BUDGET SUMMARY

FUNDS	REVENUE BUDGET AND TRANSFERS 2022-23	EXPENDITURE BUDGET AND TRANSFERS 2022-23
OPERATING FUNDS		
EDUCATION	\$226,922,216	\$225,306,846
OPERATIONS & MAINTENANCE	\$39,430,422	\$33,120,392
TRANSPORTATION	\$10,755,163	\$18,680,563
TOTAL OPERATING FUNDS WITH TRANSFERS	\$277,107,801	\$277,107,801
WORKING CASH FUND		
WORKING CASH	\$5,449,977	\$9,017,091
TOTAL OPERATING AND WORKING CASH WITH TRANSFERS	\$282,557,778	\$286,124,892
RETIREMENT AND FICA/MEDICARE		
MUNICIPAL RETIREMENT	3,240,340	2,395,376
FICA/MEDICARE	4,881,529	4,846,275
DEBT SERVICE FUND		
DEBT SERVICE	\$3,607,860	\$3,607,860
CAPITAL PROJECTS FUND		
CAPITAL PROJECTS	\$23,671,567	\$34,949,600
TOTAL FUNDS WITH TRANSFER	\$317,959,074	\$331,924,003

REVENUE BY SOURCE

SOURCE OF FUNDS	2021-22 BUDGET	2021-22 TRANSFER	% OF BUDGET	2022-23 BUDGET	2022-23 TRANSFER	% OF BUDGET
OPERATING FUNDS						
PROPERTY TAXES	\$220,440,135		83.3%	\$238,050,107		85.9%
CORPORATE TAXES	\$0		0.0%	\$0		0.0%
INVESTMENT EARNINGS	\$786,400		0.3%	\$351,794		0.1%
OTHER LOCAL	\$10,113,346		3.8%	\$10,882,900		3.9%
TOTAL LOCAL	\$231,339,881		87.4%	\$249,284,801		90.0%
EVIDENCE BASED FUNDING	\$10,100,000		3.8%	\$10,100,000		3.6%
TRANSPORTATION AID	\$3,400,000		1.3%	\$4,100,000		1.5%
OTHER CATEGORICAL	\$2,541,705		1.0%	\$2,495,000		0.9%
TOTAL STATE	\$16,041,705		6.1%	\$16,695,000		6.0%
OTHER FEDERAL	\$17,410,592		6.6%	\$11,128,000		4.0%
TOTAL FEDERAL AID	\$17,410,592		6.6%	\$11,128,000		4.0%
TOTAL OPERATING	\$264,792,178	\$0	100.0%	\$277,107,801	\$0	100.0%
WORKING CASH FUND						
PROPERTY TAX	\$3,800,000			\$5,390,608		
CORPORATE TAXES	\$0			\$0		
INVESTMENT EARNINGS	\$50,000			\$59,369		
TOTAL WORKING CASH	\$3,850,000	\$0		\$5,449,977	\$0	
RETIREMENT/FICA/MEDICARE						
PROPERTY TAXES	\$8,550,000			\$7,659,088		
CORPORATE TAXES	\$500,000			\$433,661		
INVESTMENT EARNINGS	\$50,000			\$29,120		
TOTAL RETIREMENT/FICA/MEDICARE	\$9,100,000			\$8,121,869		
DEBT SERVICE FUND						
PROPERTY TAXES	\$3,525,000			\$1,586,280		
INVESTMENT EARNINGS	\$5,000			\$4,489		
BOND PAYMENT REBATE	\$0			\$0		
TRANSFER REV BOND FUNDS					\$2,017,091	
TOTAL DEBT SERVICE	\$3,530,000	\$0		\$1,590,769	\$2,017,091	
CAPITAL PROJECTS FUND						
CORPORATE TAXES	\$8,500,000			\$10,566,339		
INVESTMENT EARNINGS	\$50,000			\$55,228		
OTHER LOCAL	\$50,000			\$50,000		
TRANSFERS		\$6,000,000			\$13,000,000	
TOTAL CAPITAL PROJECTS	\$8,600,000	\$6,000,000		\$10,671,567	\$13,000,000	
TOTAL REVENUE	\$289,872,178	\$6,000,000		\$302,941,983	\$15,017,091	
	\$295,872,178			\$317,959,074		

REVENUE BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0109	REGISTRATION FEE	34,000
0117	NECCS	185,000
0120	DRIVER EDUCATION	304,500
0200	LIP LEPS DISTRICT	94,000
0220	GIFTED	48,000
0239	IDEA FLOW-THROUGH	1,470,000
0240	DISTRICT SPECIAL EDUCATION	5,426,000
0241	DEPT OF REHAB SERVICES (DRS)	180,000
0242	WORKFORCE GRANT	200,000
0280	THE ACADEMY AT FOREST VIEW	1,500
0309	YOUNG ADULT PROGRAM	3,675
0338	THREE CIRCLES AGRICULTURE GRANT	25,000
0339	AG EDUCATION	2,500
0340	CTE	10,000
0341	PAC BUILDING PROGRAM	350,000
0342	CTEI GRANT	250,000
0346	PERKINS GRANT	230,000
0349	APPRENTICESHIP PROGRAM	200,000
0408	EDUC MATERIALS & MEDIA	4,000
0411	ATHLETICS – BOYS	88,000
0412	ATHLETICS – GIRLS	11,000
0423	MARKETING OUTREACH	159,700
0429	MUSIC PROGRAM	253,350
0430	CET TRAVEL	450,000
0431	CONTINUING EDUCATION	452,000
0432	CULTURAL PERFORMING ARTS	60,000
0433	ADULT EDUCATION	93,425
0434	READ TO LEARN	100,000
0435	MARKETING	75,000

REVENUE BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0438	ICCB STATE BASIC	328,000
0439	ICCB STATE PERFORMANCE	220,000
0441	SOS FAMILY LITERACY	50,000
0442	ISBE EARLY CHILD	400,000
0443	NAI CITIZENSHIP	60,000
0446	ICCB FEDERAL BASIC	240,000
0447	ICCB WORKFORCE BRIDGE	20,000
0448	ICB FEDERAL CIVICS	100,000
0450	NJROTC	50,000
0471	SUMMER SCHOOL	271,600
0481	SENIOR/GRADUATION FEES	57,000
0482	YEARBOOK FEES	131,500
0490	SUMMER ATHLETIC PROGRAM	500,000
0503	FOOD SERVICES	4,303,150
0569	MEDICAID REIMBURSEMENT	460,000
0583	ACADEMIC PREP	116,000
0590	REGULAR TRANSPORTATION	600,000
0612	PRINTING SERVICES	150,000
0630	PROFESSIONAL LEARNING	150,000
0635	COOPERATIVE EDUCATION - CTEP	1,500
0640	ASSESSMENT PROGRAM	85,000
0664	SCHOOL LIBRARY GRANT	8,500
0671	MOTOROLA GRANT	30,000
0680	NCLB TITLE II A - TEACHER QUALITY	207,000
0744	EIU DUAL CREDIT	264,000
0745	HARPER DUAL CREDIT	50,000
0747	ARIZONA STATE DUAL CREDIT	40,000
0748	LEWIS DUAL CREDIT	5,000
0820	COMMUNITY RENTALS	750,000

REVENUE BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0893	CAPITAL PROJECTS PROGRAM	175,000
0894	FIELD TURF	50,000
0900	EBF	10,100,000
0901	INVESTMENT INCOME	500,000
0902	MISCELLANEOUS INCOME	1,097,000
0903	TAX REVENUE	259,078,761
0904	SOCIAL SECURITY TAX REVENUE	4,607,323
0909	TRANSFERS	15,017,090
0942	NCLB TITLE I	1,000,000
0944	TEACHER LEADER GRANT	150,000
0947	ESSER II	1,000,000
0948	ESSER III	4,500,000
0971	MEDICAL & LIFE INSURANCE	225,000
0980	STAFF SERVICES	50,000
TOTAL REVENUE		317,959,074

EXPENDITURES BY OBJECT

OBJECT CATEGORY	2021-22 BUDGET	2021-22 TRANSFER	% OF BUDGET	2022-23 BUDGET	2022-23 TRANSFER	% OF BUDGET
OPERATING FUNDS						
SALARIES	\$166,110,343		63.2%	\$167,906,291		61.9%
FRINGE BENEFITS	\$31,740,726		12.1%	\$35,230,532		13.0%
PERSONNEL	\$197,851,069		75.3%	\$203,136,823		74.9%
PURCHASED SERVICES	\$29,485,145		11.2%	\$33,774,080		12.5%
SUPPLIES	\$18,293,968		7.0%	\$16,617,943		6.1%
CAPITAL OUTLAY	\$5,005,700		1.9%	\$4,677,200		1.7%
DUES & FEES	\$8,689,003		3.3%	\$10,677,814		3.9%
NON-CAPITALIZED EQUIPMENT	\$3,317,293	\$6,000,000	1.3%	\$2,223,941	\$6,000,000	0.8%
TOTAL OPERATING BUDGET	\$262,642,178	\$6,000,000	100.0%	\$271,107,801	\$6,000,000	100.0%
WORKING CASH						
TRANSFERS						
TOTAL OPERATING & WC	\$262,642,178	\$6,000,000		\$271,107,801	\$15,017,091	
			RETIREMENT/FICA/MEDICARE			
BENEFITS	\$7,450,000			\$7,241,651		
			DEBT SERVICE			
BOND PAYMENT	\$3,530,000			\$3,607,860		
			CAPITAL PROJECTS			
CAPITAL OUTLAY	\$16,400,000			\$34,949,600		
TOTAL	\$290,022,178	\$6,000,000		\$316,906,912	\$15,017,091	
	\$296,022,178			\$331,924,003		

EXPENDITURES BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0100	INSTRUCTIONAL TECHNOLOGY	8,768,769
0101	TECH INFRASTRUCTURE	265,000
0102	ADMIN COMMUNICATIONS	31,696
0104	STUDENT IPADS	342,000
0105	NETWORK SERVICES	2,414,496
0109	REGISTRATION FEE	134,000
0110	ART	2,157,587
0115	ART GALLERY	400
0117	NECSS	289,338
0120	DRIVER EDUCATION	1,130,789
0125	TECH SUPPLIES	60,000
0130	ENGLISH	13,300,725
0140	WORLD LANGUAGE	6,765,651
0150	MATH	13,519,853
0160	MUSIC	1,583,717
0161	MARCHING BAND	66,832
0162	ORCHESTRA	760,634
0164	CHORAL	34,650
0170	PHYSICAL EDUCATION	7,795,623
0175	POOL	362,373
0180	SCIENCE	12,358,456
0182	NANO SCIENCE	5,162
0185	AGRICULTURE	10,000
0190	SOCIAL SCIENCE	12,047,687
0195	RESOURCE ASSISTANT	569,233
0200	LIP LEPS DISTRICT	174,952
0201	ELL GRANT	6,200
0210	ENGLISH LANGUAGE LEARNER (ELL)	7,106,286
0217	NEWCOMER CNTER (ELL)	754,646
0220	GIFTED PROGRAM	189,165
0238	DUE PROCESS	22,000
0239	IDEA FLOW-THROUGH	3,573,694
0240	DISTRICT SPECIAL EDUCATION	100,000
0241	DEPT OF REHAB SERVICES (DRS)	370,330
0242	WORKFORCE	226,620

EXPENDITURES BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0243	HOMEBOUND	55,951
0244	NSSEO	4,332,264
0246	SAFE SCHOOLS TUITION	4,632,250
0247	SPEC ED TRANSPORTATION	5,735,000
0248	ASSISTIVE TECHNOLOGY	29,925
0249	MISC SPECIAL EDUCATION	201,935
0250	CLSP	3,705,525
0251	CLSP – SUMMER SCHOOL	19,994
0252	DIRECTIONS FAIR	2,500
0255	RTI PROGRAM	852,257
0260	INDIVIDUAL RESOURCES	11,406,965
0280	THE ACADEMY AT FOREST VIEW	3,465,115
0282	UPWARD BOUND – SUMMER SCHOOL	10,886
0303	COMM RES SERVICE LEARNING	4,200
0309	YOUNG ADULT PROGRAM	344,068
0310	BUSINESS EDUCATION	2,078,689
0320	COOPERATIVE EDUCATION	21,393
0330	COMM RES – SERVICE LEARNING	77,411
0338	THREE CIRCLES AG GRANT	25,000
0339	AG EDUCATION	2,500
0340	VOC ED PROGRAM	4,748,007
0341	PAC BUILDING PROGRAM	310,185
0342	CTEI GRANT	462,579
0345	CAREER DEVELOPMENT	144,512
0346	PERKINS GRANT	230,000
0349	APPRENTICESHIP PROGRAM	200,340
0350	LIFE STUDIES	2,002,453
0351	CHILD CARE	256,140
0360	TECHNOLOGY EDUCATION	2,412,079
0408	EDUCATIONAL MATERIAL & MEDIA	974,641
0410	ATHLETIC TRAINERS	528,793
0411	ATHLETICS – BOYS	4,872,382
0412	ATHLETICS – GIRLS	4,183,969
0420	COMMUNITY EDUC ADMINISTRATION	401,562

EXPENDITURES BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0423	MARKETING OUTREACH	142,228
0429	MUSIC PROGRAM	253,350
0430	CET TRAVEL	335,234
0431	CONTINUING EDUCATION	444,675
0432	NON-FUNDED CONTINUING EDUCATION	56,785
0433	GRANT FUNDED COMMUNITY EDUC PR	184,000
0434	READ TO LEARN	100,000
0435	MARKETING	75,000
0437	CUSTOMIZED SERVICES	81,000
0438	ICCB STATE BASIC	325,000
0439	ICCB STATE PERFORMANCE	208,000
0440	PRENATAL/PARENTING INSTRUCTION	51,000
0441	SOS FAMILY LITERACY	49,500
0442	ISBE EARLY CHILD	395,400
0443	NAI CITIZENSHIP	57,250
0446	ICCB FEDERAL BASIC	236,750
0447	ICCB WORKFORCE BRIDGE	19,750
0448	ICCB FEDERAL CIVICS	99,150
0450	NJROTC	261,362
0460	VANGUARD SCHOOL	2,614,876
0471	REGULAR SUMMER SCHOOL	416,272
0472	ELL SUMMER TRANSITION	73,587
0473	LANGUAGE ARTS SUMMER TRANSITION	120,763
0474	SPECIAL ED SUMMER TRANSPORTATION	280,000
0481	SENIOR/GRADUATION FEES	101,000
0482	YEARBOOK FEES	290,000
0490	SUMMER ATHLETIC PROGRAM	440,000
0503	FOOD SERVICES	3,925,712

EXPENDITURES BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0506	COLLEGE NIGHT/CAREER EXPO	9,000
0523	PROJECT RECLAIM	50,000
0530	FOOD SERVICES - ADMIN	426,172
0550	STUDENT SECURITY SERVICES	3,975,903
0559	RESOURCE FAIR	3,400
0560	STUDENT SERVICES	3,404,063
0561	GUIDANCE SERVICES	6,600,302
0562	HEALTH SERVICES	1,604,840
0563	PSYCHOLOGICAL SERVICES	1,810,213
0564	SOCIAL WORK SERVICES	1,828,896
0565	SPEECH PATHOLOGY & AUDIOLOGY	968,266
0569	MEDICAID REIMBURSEMENT	4,400
0570	STUDENT ACTIVITIES	2,918,376
0571	FINE ARTS	350,479
0580	SHOWCASE	145,188
0581	ARTS UNLIMITED	38,386
0583	ACADEMIC PREP	116,000
0590	REGULAR TRANSPORTATION	10,120,938
0600	PUPIL SUPPORT	1,093,536
0601	ATTENDANCE	968,048
0603	STAFF SUPPORT - BLDG LEVEL	182,989
0610	MEDIA SERVICES	44,769
0611	DPS	506,895
0612	PRINTING SERVICES	130,000
0630	PROFESSIONAL LEARNING	1,983,988
0631	DIVERSITY EQUITY INCL	259,440
0635	CTEP (COOPERATIVE EDUCATION)	67,500
0640	ASSESSMENT PROGRAM	2,028,222

EXPENDITURES BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0641	GRANTS AND SPECIAL PROGRAMS	206,107
0643	EIGHTH GRADE PLACEMENT	71,823
0660	LIBRARY	1,550,437
0661	TECHNICAL PROCESSING	39,300
0664	SCHOOL LIBRARY GRANT	8,500
0671	MOTOROLA GRANT	30,000
0680	NCLB TITLE II - A	271,791
0690	TEACHER SUPPORT	2,340,937
0701	RESEARCH & DEVELOPMENT	64,840
0711	FINANCE/OPERATIONS SUPPORT	453,285
0712	BUSINESS SERVICES	1,864,969
0721	COMMUNITY ENGAGEMENT AND OUTREACH	1,278,416
0731	BOARD SERVICES	465,000
0732	EXECUTIVE ADMINISTRATION	775,612
0734	ADMINISTRATIVE SERVICES	668,403
0740	EDUCATIONAL SERVICES	7,136,032
0744	EIU DUAL CREDIT	320,000
0745	HARPER DUAL CREDIT	60,000
0747	ARIZONA STATE	106,250
0748	LEWIS DUAL CREDIT	25,000
0749	NLU DUAL CREDIT	80,000
0760	HUMAN RESOURCES DEPARTMENT	865,569
0780	SCHOOL ADMINISTRATION	10,590,067
0790	INSURANCE DAMAGE	15,000
0800	SPECIAL PROJECTS	200,000
0805	INSTRUCTIONAL CAPITAL EQUIPMENT	123,000
0810	BUILDING & GROUNDS IMPROVEMENT	1,224,062
0820	COMMUNITY RENTALS	91,752

EXPENDITURES BY PROGRAM

PROGRAM	DESCRIPTION	BUDGET
0830	CUSTODIAL	8,254,818
0840	DEBT SERVICES	3,607,860
0870	MAINTENANCE OF PLANT	9,060,629
0880	OPERATION OF PLANT	6,526,886
0893	CAPITAL PROJECTS PROGRAM	34,949,600
0909	TRANSFER	15,017,091
0920	VOLUNTARY RETIREMENT PROGRAM	1,198,297
0931	INFORMATION MANAGEMENT	328,000
0940	COVID 19	24,598
0942	NCLB TITLE I	1,332,163
0944	TEACHER LEADER GRANT	150,519
0947	ESSER II	1,025,402
0948	ESSER III	4,659,971
0950	MAIL SERVICES	345,708
0970	BENEFITS/INSURANCE DEPARTMENT	137,182
0973	LIABILITY INSURANCE	2,165,000
0974	RISK MANAGEMENT	250,000
0975	WELLNESS PROGRAM	15,000
0976	AED	35,500
0980	STAFF SERVICES	2,605,740
TOTAL EXPENDITURES		331,924,003

ACCOUNT NUMBER STRUCTURE

ACCOUNT STRUCTURE		DESCRIPTIONS	
FUND	<u>XX</u> - X - XX - XXXX - XXXX - XXXX		
		10 Education 12 Insurance Reserve 20 Operations & Maintenance 30 Debt Service 40 Transportation 50 Municipal Retirement	51 FICA/Medicare 60 Capital Projects 70 Working Cash
TYPE	XX - <u>X</u> - XX - XXXX - XXXX - XXXX		
		1 Asset 2 Liability 3 Fund Balance	4 Revenue 5 Expenditure
LOCATION	XX - X - <u>XX</u> - XXXX - XXXX - XXXX		
		00 District 01 FVEC 02 Prospect High School 03 The Academy at Forest View 04 Wheeling High School 05 Elk Grove High School 06 John Hersey High School 07 Rolling Meadows High School 08 Buffalo Grove High School 09 CLS/Sigwalt House 10 Vanguard 11 Newcomer 12 Specialized Schools 14 District Central Maintenance 15 Community Education 17 Northwest Educational Council for Student Success 19 Districtwide Programs 21 District for FVEC	22 District for Prospect 23 District for TAFV 24 District for Wheeling 25 District for Elk Grove 26 District for John Hersey 27 District for Rolling Meadows 28 District for Buffalo Grove 29 District for CLS/Sigwalt House 30 District for Vanguard 31 District for Newcomer 32 District for Specialized Schools 50 FVEC Registration Fees 52 PHS Registration Fees 54 WHS Registration Fees 55 EGHS Registration Fees 56 JHHS Registration Fees 57 RMHS Registration Fees 58 BGHS Registration Fees
FUNCTION	XX - X - XX - <u>XXXX</u> - XXXX - XXXX		
		1000 Revenue - Local Sources 2000 Revenue - Flow Through from District to District 3000 Revenue - State Sources 4000 Revenue - Federal Sources	1000 Expenses - Instruction 2000 Expenses - Support Services 3000 Expenses - Community Services 4000 Expenses - Payments to other Governmental Units
OBJECT	XX - X - XX - XXXX - <u>XXXX</u> - XXXX		
		1000 Salaries 2000 Benefits 3000 Purchased Services 4000 Supplies	5000 Capital Outlay 6000 Dues & Fees / Other 7000 Non-capitalized Equipment
PROGRAM	XX - X - XX - XXXX - XXXX - <u>XXXX</u>		
		0100 Regular Instructional Program 0200 Special Ed Program 0300 Vocational Program 0400 Other Instructional Program 0500 Pupil Support Program	0600 Instructional Support Program 0700 Administrative Support Program 0800 Building Support Program 0900 Other Support Program